## OFFICERS & EXECUTIVE COMMITTEE

| | | | |
|---|---|---|---|
| President | **Pete Marcoux** | VP Faculty Development | **David Vakil** |
| VP Compton Educational Center | **Saul Panski** | VP Finance and Special Projects | **Lance Widman** |
| Curriculum Chair | **Janet Young** | VP Legislative Action | **Chris Wells** |
| VP Educational Policies | **Evelyn Uyemura** | Secretary | **Claudia Striepe** |

### Senate Mailing List

| Adjunct | | | Humanities | | | Academic Affairs | |
|---|---|---|---|---|---|---|---|
| **Kate McLaughlin (Hum)** | 08/09 | | **Lyman Hong** | 6/07 | | **Quajuana Chapman** | |
| **Jeremy Estrella (Fine Arts)** | 08/09 | | **Peter Marcoux** | 6/08 | | **Dr. Francisco Arce** | |
| Behavior & Social Sciences | | | **Evelyn Uyemura** | 6/08 | | Associated Students Org. | |
| **Christina Gold** | | | **Adrienne Sharp** | 09/10 | | **Megan McLean** | |
| **Lance Widman** | 8/09 | | **Matt Kline** | 09/10 | | **Joe Udeochu** | |
| **Michael Wynne** | 7/08 | | Industry & Technology | | | Board of Trustee, Area 5 | |
| **Janet Young** | | | **Patty Gebert** | | | **Miss Maureen O'Donnell** | |
| Business | | | **Ed Hofmann** | 6/07 | | President/Superintendent | |
| **Dagmar Halamka** | | | **Douglas Marston** | | | **Dr. Thomas Fallo** | |
| **Jay Siddiqui** | 09/10 | | **George Rodriguez** | 6/07 | | The Union | |
| **Philip Lau** | | | **Lee Macpherson** | | | | |
| Compton Educational Center | | | LRC | | | **Editor** | |
| **Saul Panski** | 08/09 | | **Claudia Striepe** | 6/08 | | Dean of Math | |
| **Estina Pratt** | 08/09 | | **Moon Ichinaga** | | | **Don Goldberg** | |
| **Tom Norton** | 08/09 | | Mathematical Sciences | | | Counseling | |
| **Jerome Evans** | 08/09 | | **John Boerger** | 6/11 | | **Ken Key** | |
| **Darwin Smith** | 08/09 | | **Greg Fry** | 6/11 | | | |
| Counseling | | | **Marc Glucksman** | 6/10 | | | |
| **Kate Beley** | | | **Greg Scott** | 6/09 | | | |
| **Christina Pajo** | | | **Paul Yun** | 6/11 | | | |
| **Brenda Jackson** | | | Natural Sciences | | | | |
| **Chris Jeffries** | | | **Chas Cowell** | 6/06 | | | |
| **Linda Gallucci** | | | **Chuck Herzig** | 6/11 | | | |
| Fine Arts | | | **Teresa Palos** | 6/08 | | | |
| **Ali Ahmadpour** | 6/09 | | **David Vakil** | 6/08 | | | |
| **Dan Berney** | | | | | | | |
| **Jason Davidson** | 6/09 | | | | | | |
| **Chris Wells** | 6/09 | | | | | | |
| **Mark Crossman** | 09/10 | | | | | | |
| Health Science & Athletics | | | | | | | |
| **Tom Hazell** | 09/10 | | | | | | |
| **Pat McGinley** | | | | | | | |
| **Tory Orton** | | | | | | | |
| **Corey Stanbury** | | | | | | | |
| **Mary Moon** | | | | | | | |
| **Guenever Parsely** | | | | | | | |

## SENATE'S PURPOSE (from the Senate Constitution)

A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations.* Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
   (1) Curriculum, including establishing prerequisites and placing courses within disciplines
   (2) Degree and certificate requirements
   (3) Grading policies
   (4) Educational program development
   (5) Standards and policies regarding student preparation and success
   (6) District and college governance structures, as related to faculty roles
   (7) Faculty roles and involvement in accreditation process, including self-study and annual reports
   (8) Policies for faculty professional development activities
   (9) Processes for program review
   (10) Processes for institutional planning and budget development, and
   (11) Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."

B. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

### ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS

| FALL 2008 | Student Act. Center | SPRING 2009 | Student Act. Center |
|---|---|---|---|
| September 2 | West Lounge | March 3 | Alondra Room |
| September 16 | Alondra Room | March 17 | Alondra Room |
| October 7 | Alondra Room | April 7 | Alondra Room |
| October 21 | Alondra Room | April 21 | Alondra Room |
| November 4 | Alondra Room | May 5 | Alondra Room |
| November 18 | Alondra Room | May 19 | Alondra Room |
| December 2 | Alondra Room | June 2 | Alondra Room |

### CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS

| FALL 2008 | | SPRING 2009 | |
|---|---|---|---|
| September 4 | Board Room | February 19 | Board Room |
| September 18 | Board Room | March 5 | Board Room |
| October 9 | Board Room | March 19 | Board Room |
| October 22 | Board Room | April 9 | Board Room |
| November 5 | Board Room | April 23 | Board Room |
| November 20 | Board Room | May 7 | Board Room |
| December 4 | Board Room | May 21 | Board Room |
| | | June 4 | |

# AGENDA & TABLE OF CONTENTS

# Committees

| NAME | CHAIR | DAY | TIME | ROOM |
|------|-------|-----|------|------|
| **Senate** | | | | |
| **ASSESSMENT OF LEARNING** | Lars Kjeseth Jenny Simon | | | |
| **COMPTON FACULTY COUNCIL** | Saul Panski | Thursdays | 2:00-3:00 | CEC Board |
| **CURRICULUM** | Janet Young | 2$^{nd}$ & 4$^{th}$ Tues. | | Board Room |
| **EDUCATION POLICIES** | Evelyn Uyemura | 1$^{st}$ & 3$^{rd}$ Thur | 12:45-1:45 | H |
| **PLANNING & BUDGETING** | Arvid Spor, ??? | 1$^{st}$ & 3$^{rd}$ Thur | 1:00 – 2:30 | Alondra |
| **FACULTY DEVELOPMENT** | Dave Vakil | 2$^{nd}$ & 4$^{th}$ Tues | 12:45 – 2:00 | ADM 127 |
| **LEGISLATIVE ACTION** | Chris Wells | 1$^{st}$ Thursday | 12:45 – 1:30 | Varies |
| **CALENDAR** | | | | |
| **ACADEMIC TECHNOLOGY** | Jim Noyes, Virginia Rapp | | | |
| **Campus** | | | | |
| **ACCREDITATION** | Arvid Spor, Susie Dever | | | |
| **BOARD OF TRUSTEES** | Mary Combs | Mondays | 4:00 | Board Room |
| **COLLEGE COUNCIL** | Tom Fallo | Mondays | 1:00-2:00 | Adm. 127 |
| **DEAN'S COUNCIL** | Francisco Arce | Thursdays | | |
| **CAMPUS TECHNOLOGY** | John Wagstaff | 3$^{rd}$ Weds. | 2-3:00 pm | |
| **ENROLLMENT MANAGEMENT** | Arvid Spor | Thursdays | 9-10:00 am | |
| **SLOs** | Jenny Simon, Lars Kjeseth | | | |

# ACADEMIC SENATE ATTENDANCE & MINUTES
April 7th , 2009

<u>Attendance</u> (X indicates present, exc indicates excused, pre-arranged absence)

Behavioral & Social Sciences
Gold, Chris _____ X
Widman, Lance _____ X
Wynne, Michael _____ X

Business
Halamka, Dagmar
Saddiqui, Junaid_____ X
Lau, Philip S _____ X

Counseling
Beley, Kate_____ X
Jackson, Brenda _____ X
Jeffries, Chris _____ X
Key, Ken

Fine Arts
Ahmadpour, Ali _____ X
Davidson, Jason
Wells, Chris _____ X
Crossman, Mark
Berney, Daniel

Health Sciences & Athletics
Hazell, Tom _____ X
Orton, Tory/Victoria (sharing)
Stanbury, Corey
McGinley, Pat_____ X
Moon, Mary (sharing)
Parsley, Guenever

Humanities
Hong, Lyman_
Marcoux, Pete _____ X
Uyemura, Evelyn _____ X
Kline, Matt _____ X
Adrienne Sharp_____ X

Industry & Technology

Gebert, Pat
Hofmann, Ed _____ X
MacPherson, Lee _____ X
Marston, Doug _____ X
Rodriguez, George

Learning Resources Unit
Striepe, Claudia _____ X
Ichinaga, Moon _____ X

Mathematical Sciences
Scott, Greg _____ X
Glucksman, Marc _____ X
Boerger, John
Fry, Greg _____ X
Yun, Paul_____ X

Natural Sciences
Cowell, Chas
Herzig, Chuck _____ X
Palos Teresa _____ X
Vakil, David _____ X

Adjunct Faculty
Kate McLaughlin _____ X
Jeremy Estrella

ECC CEC Members
Panski, Saul _____ X
Pratt, Estina
Smith, Darwin
Evans, Jerome
Norton, Tom

Assoc. Students Org.
Joe Udeochu

Ex Officio Attendees:   Francisco Arce, Jeanie Nishime, Janet Young,
Guests and/Other Officers:  Tom Lew (Dean's Rep), Barbara Perez, Barbara Jaffe.

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

The third Academic Senate meeting of the Spring 2009 semester was called to order at 12:34pm.

Approval of last Minutes:
The minutes [pp. 1-7 of packet] from the last Academic Senate meeting were unanimously approved with two corrections: Ms. Perez noted she had been incorrectly identified as Dr. Perez in the last minutes, and noted that on page 3 the minutes stated that certain policies had been lost after going to the Board, when, in fact, these policies had never made it to the Board and were lost prior to Board approval. The previous minutes will be corrected to reflect this.

**REPORTS OF OFFICERS**
President's report – Pete Marcoux (henceforth PM)
PM noted that the College Council had discussed the Planning Summit. Also, due to retirements, hiring might rise to 13 positions, from the original 10. The positions will probably be from the areas of Maths, English, Nursing or Chemistry. These are not "new" positions, but just doubling from the list in some areas. This is not definite as yet. PM reminded the senators of the upcoming State Plenary in San Francisco on April 15 – 17. Lars Kjeseth will be the ECC delegate. Resolutions can be found on the State Senate website
http://www.asccc.org/Events/sessions/spring2009/PostAreaMeetingResolutionsS09.doc
PM noted that the campus bookstore would be moving to the Student Activities Center on July 6th during renovations. The bookstore will probably remain in the Activities Center for approx, 6 months. The wasteland area between Maths., Humanities and the Library is to be get a food court and landscaping. This project will likely take one year to complete.

Compton Education Center  - Saul Panski (SP)
No Report.
SP will talk on the  handout/resolution regarding Partnership for Senate Plenary later in the meeting.

Curriculum Committee report  – Janet Young (JY)
[pp. 20- 54 of packet]
JY reported on the Course Review project
The course Review plan had begun with a total of 853 courses to be reviewed. JY shared this chart showing the plan of progression.

| Courses in Need of Review | Courses to be reviewed this semester | Summer 2009 | Fall 2009 |
|---|---|---|---|
| 673 | 203 | 200 | 270 |

JY explained that th**e priorities for review would be courses with prereqs., co- reqs., or recommended prep.** Next would be courses to be offered in the Fall, than all other courses. Faculty should work with their Deans on this project.

JY also noted that she, Mr. Marcoux, Mr. Vakil, Ms. Uyemura, and Mr. Kjeseth had co-**authored a letter [see draft handout] to faculty re: inactivating old courses**, and promising fast reactivation if and when the courses are needed again. The Curriculum Committee has already begun deactivation of some identified courses.

JY reported that the Committee would be holding six **Course Review Trainings** in April and May [see Handout]. These have been going well and aim to give an overview of the review process. The training lasts about 1 ½ hours.

JY is also scheduling **hands- on Course Review Workshops** in the Faculty Computer Lab – dates still to be announced.

The **Curriculum Committee has opened up two additional meetings** this semester. These are to look ONLY at courses not reviewed in six years or more. These courses should reach the Curriculum office by Monday April 20th for review on Tuesday April 28th, or reach the Curriculum Office by Monday May 4th, for review on Tuesday May 26th.  Faculty are asked to co-ordinate this with their Deans.

JY reported that she is working with the Senate and VPAA on a **Summer compensation plan** so that courses can be reviewed and approved by the Division Curriculum Committees and College Curriculum Committee. JY noted that faculty would not be compensated for course review as it is part of our professional obligations.

JY further noted that efforts to streamline the curriculum review and approval process are proving effective, and that faculty, staff, and Deans are "stepping up to the plate" and doing their part – we just need to keep up the momentum.


VP- Educational Policies – Evelyn Uyemura (EU)
[pp. 55 of packet] shows minutes of the last meeting.
Last meeting saw the first reading of the Academic Honesty Policy with discussion of refolding the proposed Policy back into the Standards of Student Conduct.
EU and Mr. Tyler met to manipulate the Standards of Student Conduct and the proposed Policy WILL go back into the Standards. Thus this is being withdrawn as a separate Policy, and Academic Honesty will be built in to the Standards of Student Conduct [pp 78 – 83 of packet] It had been agreed to bring it back to Senate for a vote.

EU referred to the Minutes re: Obsolete Policies. She has received no feedback on this matter so these Policies are obviously of no concern to anyone. EU issued a last warning, and the next step will be to take these to the Board to be deleted. These Policies seem to be 30 -40 years old. Mr. Marston wondered what the policy titles Pub. Per. was. It refers to Public Performance and students performing off campus. They will be in the next packet in full. \The Committee is still working on BP 4020. This is proving a little confusing and EU wants to talk to Dr. Arce and get feedback on what the Board and Administration want.

VP - Faculty Development – Dave Vakil (DV)
[pp56- 59] of packet for the minutes from the last three meetings.
DV reported that the committee is continuing to work on updating the Distinguished Faculty Award, based on adapting the Hayward Award. The work will come before the Senate for comment next.
The committee is continuing to pilot the Faculty Mentorship Program. A flex program based on this project is being planned.
A Great Teachers' Seminar with focus on adjunct faculty is being discussed.

VP - Finance and Special Projects/ PBC (Planning and Budgeting Committee) – Lance Widman (LW)
[pp. 60-63 of packet] shows a summary of March 13 Planning Summit, Actions, Timelines and Responsibilities, reviewed by PBC at its April 2 meeting.
[pp. 64-66 of packet] shows the PBC March 5 Minutes: Accreditation, Budget and Calendar updates, all of which are works in progress.
[pp. 67-68]shows a discussion of recommended revisions to previously approved allocations of Fund 15 monies ($3 million as part of the Partnership), approved at the April 2 PBC meeting.

VP - Legislative Action – Chris Wells (CW)
CW reported that the May 14th election has 4 issues on the ballot (1 A, B, C, and D) which will be included in the next packet. These will have an impact on education. If these are not passed the assumption is that the budget process will have to start again. Already the State is operating on an $8 billion dollar deficit.
Mr. Ahmadapour asked whether the campus should form a "movement" on this topic, and go to Sacramento and make our voices heard.
PM and Mr. Vakil warned Mr. Ahmadapour against using the classroom as a venue to do any political lobbying, and suggested Mr. Ahmadapour talk to the ASO, and encourage students to register to vote. One can register up to 15 days before the election.
.

**REPORTS OF SPECIAL COMMITTEES**
Student learning Outcomes and Assessment – Christina Gold (CG)
[pp. 84 - 87 of packet] CG stood in for Lars Kjeseth.
An Assessment of Student Learning Week is planned for April 27 – May 1. Faculty are encouraged to attend. Friday will feature training workshops for  Division SLO Committees.
CG briefly discussed the upcoming deadlines for SLOs: June for Program level SLOs and Fall for SLOs and assessments for each course.
[pp 85- 87 of packet] contains an outline of a response to the Accreditation recommendation #2. This is FYI. The chart shows the beginnings of a plan to deal with the recommendation -  the 2nd column shows a response and the third column shows the proposed timeline. There will be exceptions made for courses taught only by part- time faculty. Mr. Wells asked why part- time faculty should be exempt from SLOs, and CG said that there needed to be more conversation on the issue.

Program Review – Dr. Barbara Jaffe (BJ)
[pp88 – 95 of packet] Shows what has been worked on over the last nine months. BJ thanked everyone for all the support and comments over the last months.
Pg88 shows the timeline. Program Review is set for a six year cycle with annual updates which will be entered into Plan Builder. BJ emphasized that the Committee is there to support the faculty.
Pg 90 contains an explanation of how the Committee is working with the Compton campus. This is a challenge as not all the programs are exactly aligned, but now there is a format allowing as much integration as possible.
Pp 91-95 shows the Academic Affairs program review status. It was noted that there was an error with the dates, and BJ said that 2010/11 should read 2009/10. Pg 92 shows the current cycle for 08/09 and all seem to be largely on target. Mr. Panski asked if Compton is on schedule and BJ replied that Dr. Harmon is coordinating the CEC effort.

ASO Representative Report -  Joe Udeochu (JU)
No report.


**UNFINISHED BUSINESS**


Resolution Regarding Partnership – Saul Panski (SP)
[pg 19 of packet]Mr. Panski had prepared a handout/resolution regarding CCC/CEC Partnership which the Compton faculty will take to the State Plenary.
A motion was called that the El Camino Academic Senate supports the Resolution, moved by Mr. Wells and seconded by Mr. Vakil.
SP noted that as the CEC still has its own Academic Senate, they can introduce the Resolution at the Plenary. SP hoped that the Resolution could be sponsored by both Academic Senates.
The motivation behind the resolution is to quiet some criticism of the success of the partnership, to express support for the Special Trustee at the CEC, to express thanks for

the cooperation between the two Academic Senates, to reinforce the aim of restoring the academic health of Compton.

A friendly amendment was made to allow the El Camino Academic Senate to be a co-sponsor of the Resolution, and the motion carried.

Institutional Code of Ethics- 2nd Reading - Barbara Perez (BP)

[pp69- 71 of packet] There was a motion to approve Board Policy 3050 and Procedures. BP reported on the slight change in the second paragraph of the procedures.

There followed some discussion of the meaning of terms like "nurturing environment", "disciplinary action", and "investigated", and some felt the document tried to be politically correct and, in so doing, became vague and ambiguous.

It was felt that it might be more helpful to have a list of specific proscribed behaviors. BP pointed out that the Committee had tried to stay away from negative and punitive language, but that she had a list of prohibited behaviors if the Senate wanted.

Mr. Vakil suggested tabling the matter. BP noted that this is in response to an Accreditation recommendation. At the moment ECC only has a Board of Trustees Code of Ethics.

Mr. Marston said he had seen a good article re: State Standards. He will forward the article to PM for distribution.

Fee Policy BP5030 – FYI only – Dr. Nishime

[pp72- 77 of packet] Dr. Nishime noted that the shaded words had been altered since the last viewing. She reported that students had expressed concern about fees going up.

It had also been noted in College Council that some programs were charging students a fee for Live Scan. Dr. Nishime will look into this and will add it to the concerns regarding the online service and how it will impact jobs/why it is not being done in-house. Dr. Nishime said that there was no danger to current jobs, and the Live Scan service is able to co- verify an online signature while our offices handle other processes. This will go to the Board in April.

EU suggested that on pg73 the wording be changed to read "Payment plans shall be designed to be fair and non- arbitrary OR capricious". Dr. Nishime agreed to that change being made.

Regarding items 18 and 19 on pg77, Dr. Nishime reported that the Capital Outlay fee is recommended by the Chancellor's Office and does not reflect the full cost, but is based on fees at similar colleges.

Please send other comments to Dr. Nishime or PM.

Academic Honesty and Behavioral Standards of Conduct BP5500– Evelyn Uyemura (EU)

[pp78- 83 of packet] A motion was made to ask Senate to agree to recombine the Academic Honesty and Behavioral Standards of Conduct as presented in BP5500.

Both College Council and the students wanted them combined. Under the Behavioral Standards of Conduct, Dishonesty is now listed first. It was noted that if the Senate voted today the Policy would not be seen by Senate again, but would go to the Board. Mr. Wells said he felt uncomfortable voting on something without a first reading. It was

decided that this could be the first reading. Dr. Nishime added that the entire Policy has not gone through College Council and that there might be more changes, which would make a vote now premature. Mr. Ahmadapour said the emphasis seemed to be on students and what about teachers. EU said that the statement "all members of the academic community" was a philosophic statement that includes all, however, it was true to say that the consequences are aimed at the students. Do we refer faculty dishonesty to the Code of Ethics?

Mr. Vakil asked about faculty due process and Dr. Nishime said it might be a contract issue. Discussion followed on faculty being able to hear the charges, being able to rebut evidence, and the forms of faculty protections.

Dr. Arce noted that there are several types of possible inappropriate behaviors: for example, disruptive behavior, academic dishonesty, and grey areas.

It was decided to approve the Board Policy 5500 in concept and not vote yet.


**NEW BUSINESS**
No new Business


**PUBLIC COMMENT**
NONE

PM asked that packet items be received by Thursday of Spring Break.
The meeting adjourned at 1:56pm


*CS/ecc2009*

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting April 6, 2009

Present:  Sean Donnell, Thomas Fallo, Bob Gann, Ann Garten, Irene Graff, Peter Marcoux, Megan McLean, Gloria Miranda, Billie Moore, Jeanie Nishime, Barbara Perez, Susan Pickens, Luukia Smith, Arvid Spor, and David Vakil.

1. <u>Megan McLean</u> – The students had a fundraiser at California Pizza Kitchen.  They will know how much money they made next week.  There will be another fundraiser at Chicago Ribs.  A flyer will be sent out to the listserves.
2. <u>Barbara Perez</u> – Human Resources is working on a series of recruitments for faculty and management.  Hopefully classified will be added soon.
3. <u>Jeanie Nishime</u> – The Compton Center will have a Northern California University Tour April 13-17, 2009.  In April ECC will have UC Irvine and Cal State Dominguez tours.  There is a Spring Evening Transfer Fair on the ECC Library lawn on April 21st from 5-7:00 p.m.
4. <u>Sean Donnell</u> – Sean attended the AFT (American Federation of Teachers) Convention in Sacramento. There were wonderful presentations.  One of Sean's personal goals is to increase awareness of AFT on campus by forwarding e-mails on the listserve.
5. <u>Bob Gann</u> – The new Portal has been activated.  The Bookstore is working on relocating to the Activity Center East Lounge.  Food Services will be relocated to the basement of the Communications Building.  Two projects will go to the Board in April:  Infrastructure Phase 3, and Bookstore upper area conversion to Administrative Offices.  We will be breaking ground on the Humanities Mall and Food Services Venue this month.  There may be a ground breaking ceremony right before the April 20<sup>th</sup> Board meeting.  The Photography Program is relocating to the Art & Behavioral & Social Sciences basement next week.
6. <u>Irene Graff</u> – The Accountability Reporting for the Community Colleges (ARCC) has been released.  The Institutional Research Department has broken it down by institution.  They have put ECC and Compton together with a statewide summary.  This report will be posted on the website by the end of the day.  Irene will present the report to the Board in April.  Jeanie reported that there was a problem with the MIS data.  It has something to do with the way courses are coded where it doesn't show the progression.  The Chancellor's Office is making changes to their data. This will not change this report.  Irene will explain how that affects our report.
7. <u>Peter Marcoux</u> – Peter asked what happened to BP4040 – Library Services (adopted 5/19/08), BP4100.1 – Catalog Rights (adopted 4/21/08), and BP 4225 – Course Repetition (adopted 7/17/06).  The Senate is voting on BP 5500 – Academic Honesty and BP 3050 – Institutional Code of Ethics on April 7th.  Jeanie will also present BP 5030 – Fees. Peter is sending out a letter to faculty informing them on where we stand with Accreditation and what we need to do to get off warning.
8. <u>Luukia Smith</u> – Luukia was not here for the electric cart parade. She reported that the parade is always controversial and some people do not have a positive attitude about it.  However, on the day of the event everyone has a good time.  She heard several good comments about the keynote speaker in the afternoon.  So with all the controversy it turned out good.
9. <u>Arvid Spor</u> – The Planning Summit notes with assignments were brought to PBC.  Once they are finalized they will be sent out on the listserve.  Work is being done to revise the different planning components for more continuity.

10. President Fallo – President Fallo is glad that there is a special day for people to have fun and hopes that it becomes part of our culture.  We need to get better prizes so more people will want to participate.

Bob Campbell made a presentation at the Commission on Athletics (COA) conference.  He is a former assemblyman and we have him on contract as a Legislative Representative. He said he has never seen anything like this and is very worried about the initiatives because they are polling behind right now.  So the question is what we will do if they don't pass.  The state has an $8 billion problem if they do pass and $15 billion problem if they do not pass.  The Governor pushed payments for the current fiscal year into next fiscal year.  We are in a different cash management position.  There will be two cash management actions on the April board meeting.

Compton is not the reason we are on warning with the Accrediting Commission, we are on warning for Linking Planning to Budgeting and Program Review related to curriculum.

11. College Council Policies/Procedures completed in the 2008-2009 time frame:
    1. BP 4070 – Audit Enrollment –Adopted on 07/21/08.
    2. BP 4300 – Field Trips & Excursions – Adopted on 3/16/09.
    3. AP 4300 – Field Trips & Excursions – Adopted on 3/16/09.

    Pending from 2008-2009
    4. BP 2715 – Code of Ethics/Standards of Practice – distributed at College Council on 3/9/09.
    5. BP 3050 – Institutional Code of Ethics, distributed at College Council on 12/1/08
    6. AP 7120A – Administrative Hiring Procedures, distributed at College Council on 2/23/09
    7. BP & AP 5030 – Fees – last distributed 3-30-09.

Agenda for the April 13, 2009 Meeting:
1. Minutes of April 6, 2009
2. Basing Grades on Attendance (Sean Donnell)
3. Board Policy and Administrative Procedures 5030 – Fees
4. Status of College Council Goals 2008-2009

College Council Goals 2008-2009
1. Focus on responding to the Accrediting Commissions Recommendations.
2. College Council members will report to and from their constituent groups.  This will be done quarterly.
3. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010.  Jeanie will bring this in March.
4. Continue to build a sense of (campus) community.  Assigned to Luukia & Angela.
5. Complete 10 policies and work towards pairing procedures with policies.  The goal is to get everything posted.  Everyone will bring a list of policies they are working on.
6. All Administrative Procedures that accompany Policies will go through College Council.
7. Incorporate the spirit of Accreditation in every day college operations.
8. Academic integrity as a team.  Pete will determine how this can be measured.
9. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning.  Physically safe and intellectually safe.

# EL CAMINO COLLEGE
## MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
### March 24, 2009

Present: J. Davidson, A. Himsel, L. Kjeseth, M. Lipe, V. Lloyd, E. Martinez, C. Mosqueda,
     M. Odanaka, V. Rapp, C. Somin, J. Thompson, J. Young

Absent (excused): F. Arce, R. Hughes, S. Panski

Ex-Officio Members Present: Q. Chapman, M. Hall, J. Harmon, L. Suekawa

Ex-Officio Members Absent (unexcused):  C. Brinkman, D. Charles, R. Smith, T. Stewart

Also Present: K. Adams, C. Fitzsimons, D. Goldberg, B. Jaffe, M. Leiby, J. Shankweiler

## CALL TO ORDER
Chair Young called the College Curriculum Committee (CCC) meeting to order at
2:31 p.m.

## CHAIR'S REPORT
Chair Young welcomed the Committee to today's meeting. She reminded the committee that
she provides a report on CCC activities to the Academic Senate at each meeting. She
reported the following:

- **Course Review Workshops have been conducted**
  Three workshops have been conducted - two at ECC and one at the Compton Center.
  They were well-received. Three more workshops will be scheduled in April and May.
- **Standard Review Sub-Committee**
  This committee, which reviews courses submitted for course review or minor changes, is
  working well and is allowing for additional courses to be reviewed at each meeting.
- **Response to Recommendation Three**
  Chair Young was involved in the input for the response to the ACCJC and felt the
  response was well-crafted and accurate. She complimented those who reviewed and
  edited the final version.
- **Six-Year Review Cycle Worksheet and Report Form**
  These forms were piloted by the CCC representatives and submitted to the Curriculum
  Office.
- **Number of Courses Reviewed this Semester**
  The CCC reviewed and approved a total of 108 proposals at its first two meetings.

**CURRICULUM REVIEW**
**Mathematical Sciences Proposals**
- Chair Young introduced Dean of Mathematical Sciences D. Goldberg to present Mathematics 120, Mathematics 130, and Computer Science 60; and online versions of Mathematics 120 and Mathematics 130.
- She also announced that those presenting no longer needed to discuss typographical errors (unless newly discovered by the committee), only revisions of substance.
- D. Goldberg distributed an errata sheet to the committee.
- He presented Mathematics 120 and Mathematics 130 with no revisions or questions from the committee.
- Continuing with Computer Science 60, he acknowledged a grammatical and formatting correction.
- Chair Young called for a motion to approve the Mathematical Sciences proposals. V. Rapp moved, L. Kjeseth seconded, and the motion carried.
- Chair Young then called for a motion to approve the conditions of enrollment. V. Rapp moved, L. Kjeseth seconded, and the motion carried.
- She then called for a motion to approve the distance education versions. V. Rapp moved, A. Himsel seconded, and the motion carried.

**Natural Sciences Proposals**
- Dean J. Shankweiler distributed an errata sheet and took the podium to present Geography 6, Microbiology 33, and Physics 12.
- She began with Geography 6, discussing revisions made. The committee corrected an additional error in Section V. Part C of the course outline of record, and the revision was accepted.
- She continued with Microbiology 33 and fielded a question from the committee regarding Section II. #3. No revisions were made.
- J. Shankweiler continued with Physics 12. The committee corrected minor errors in the catalog description and Section V. Part B. #2.
- Chair Young then called for a motion to approve the Natural Sciences proposals. M. Lipe moved, J. Thompson seconded, and the motion carried.
- She called for a motion to approve the conditions of enrollment. M. Lipe moved, J. Thompson seconded, and the motion carried.

**Humanities Proposals**
- C. Fitzsimons distributed an errata sheet to the committee and took the podium to present English 15A, English 15B, and ESL 53B.
- She introduced English department faculty M. Leiby who authored English courses 15A and 15B.
- C. Fitzsimons presented the revisions to English 15A and 15B. There were no revisions or questions from the committee.
- She continued with ESL 53B. The committee posed a question regarding the CSU transfer date, to which Q. Chapman clarified this would eventually be the board approval date. There were no other revisions or questions.

2

- Chair Young called for a motion to approve the Humanities proposals. C. Somin moved, L. Kjeseth seconded, and the motion carried.
- She then called for a motion to approve the conditions of enrollment. C. Somin moved, L. Kjeseth seconded, ant the motion carried.

## CONSENT AGENDA PROPOSALS
- Chair Young directed the committee's attention to today's Consent Agenda handout. She gave them time to read and review the recommendations for approval.
- Q. Chapman noted that the courses which underwent course review are now bolded and therefore the rest (not bolded) are course inactivations.
- The handout included twelve course inactivations from the Fine Arts division and 20 from the Humanities division, recommended by department faculty.
- There were also eight course reviews conducted in the Humanities division, four in Mathematical Sciences, and seven in Natural Sciences. These included revisions to catalog descriptions, descriptive titles, prerequisites, recommended preparation, and transfer status.
- V. Lloyd noticed that Chemistry '21A' was inadvertently repeated. The committee corrected the agenda to read Chemistry '21B' on p.6 for the appropriate course, "Survey of Organic and Biochemistry."
- Given the change, and with no further questions, Chair Young called for a motion to adopt the recommended actions. J. Thompson moved, V. Lloyd seconded, and the motion carried.
- She then called for a motion to approve the conditions of enrollment outlined in the consent agenda. J. Thompson moved, M. Lipe seconded, and the motion carried.

## SIX-YEAR COURSE REVIEW CYCLE UPDATE
- Chair Young began an update and discussion of the six-year course review process.
- She discussed blanket review courses, clarifying that these courses are cooperative career education, special topics, and independent studies courses.
- She then asked the committee to share their thoughts and concerns of the process; discussion ensued.

## ANNOUNCEMENTS
- L. Kjeseth and Q. Chapman provided an update about the transition to CurricUNET software, announcing that the conversion of course data from the old software (CurricuWare) to the new system is going to be possible.
- Discussion ensued regarding the capabilities of CurricUNET, the timeline for the conversion (to begin use in fall 2009) and the forthcoming walk-through of the system.
- Current CurricuWare issues and concerns were also discussed.

## ADJOURNMENT
Chair Young the called for a motion to adjourn the meeting. M. Lipe moved, A. Himsel seconded, and the motion carried. The meeting was adjourned at 3:32 p.m.

**EL CAMINO COLLEGE**
**COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes**
**March 24, 2009**

**FINE ARTS DIVISION**

**INACTIVATE COURSES**

1. Dance 18abcd – Asian and Pacific Dance

2. Dance 96abcd – Cooperative Work Experience Education

3. Photography 60ab – Wilderness Photography

4. Theatre 20ab – Styles of Acting

5. Theatre 30 – Movement for the Actor

6. Theatre 34ab – Voice and Articulation for the Actor

7. Theatre 36 – Stage Dialects

8. Theatre 40B – Applied Intermediate Stage Direction

9. Theatre 192ab – Setup of Intelligent Lighting Systems

10. Theatre 193ab – Programming and Lighting Design with Intelligent Lighting Systems

11. Theatre 194ab – Computer Applications for the Entertainment Lighting Industry

12. Theatre 195 – Industry Analysis and Portfolio Planning for the Entertainment Lighting Industry

**HUMANITIES DIVISION**

**INACTIVATE COURSES**

1. Academic Strategies 27 – Creative Problem Solving Workshop

2. Academic Strategies 50 – Special Topics in Academic Strategies

3. Communications 1abcd – Student Leadership

4.  Communications 50 – Special Topics in Communications

5.  English 11 – Introduction to Drama

6.  English 50 – Special Topics in English

7.  English 72 – Technical Report Writing

8.  English as a Second Language 50 – Special Topics in English as a Second Language

9.  French 35 – Introduction to Francophone Literature in Translation

10. French 50 – Special Topics in French

11. German 4 – Intermediate German II

12. German 5 – Advanced German I

13. Humanities 50 – Special Topics in Humanities

14. Japanese 50 – Special Topics in Japanese

15. Journalism 50 – Special Topics in Journalism

16. Journalism 100 – Supervised Tutoring:  Journalism Laboratory

17. Library Information Science 101 – Introduction to Libraries for Library Technicians

18. Library Information Science 105 – Information Services and Resources

19. Library Information Science 110 – Technical Services in Libraries

20. Spanish 50 – Special Topics in Spanish

## COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1.  Academic Strategies 1abcd – Individualized Academic Strategies
    *Current Status/Proposed Change*
    A This laboratory class emphasizing course emphasizes self-paced individualized approaches to learning in college, including instruction based on computerized diagnoses of difficulties through tests and observations.  Offered as a support system utilizing multi-media workshops and learning contracts to students enrolled in content area courses in reading and/or mathematical computation.  After diagnoses, individualized instructor-led and computer-based interventions are offered to improve reading or math skills.

    *Recommendation:*

This laboratory course emphasizes self-paced individualized instruction based on computerized diagnoses of difficulties in reading and/or mathematical computation. After diagnoses, individualized instructor-led and computer-based interventions are offered to improve reading or math skills.

2. Academic Strategies 22ab – Vocabulary Building for College Students
*Current Status/Proposed Change*
This course is designed to increase the student's reading, listening, writing, ~~listening~~ and speaking vocabularies by introducing words and concepts that are essential to academic success~~.~~ ~~by emphasizing a systemized~~ A systematic method for continued vocabulary development is emphasized.

*Recommendation:*
This course is designed to increase the student's reading, listening, writing, and speaking vocabularies by introducing words and concepts that are essential to academic success. A systematic method for continued vocabulary development is emphasized.

3. Academic Strategies 30ab – Test-Taking Strategies
*Current Status/Proposed Change*
In ~~T~~this course~~, is designed to assist the~~ students ~~in acquiring confidence and competency in understanding the principles of test development and then use the~~ examine how testing instruments (such as true/false, multiple choice, and essay questions) are structured. Students learn techniques ~~necessary for successful mastery of taking~~ designed to increase success on various types of achievement tests.

*Recommendation:*
In this course, examine how testing instruments (such as true/false, multiple choice, and essay questions) are structured. Students learn techniques designed to increase success on various types of achievement tests.

4. English as a Second Language 51A – Introduction to English in Conversation
*Current Status/Proposed Change*
This ~~is an~~ introductory course is designed to activate a student's ~~oral/aural~~ English-speaking and English-comprehension skills in a supportive atmosphere. ~~The student works to develop communicative competence in an atmosphere free of criticism.~~ The course includes cross-cultural communication topics~~,~~; role play~~ing, an~~ and other small group activities; introduction to common American idioms~~,~~ and expressions; pronunciation exercises designed to improve intelligibility; and listening comprehension practice.

*Recommendation:*
This introductory course is designed to activate a student's English-speaking and English-comprehension skills in a supportive atmosphere. The course includes cross-cultural communication topics; role play and other small group activities; introduction to common American idioms and expressions; pronunciation exercises designed to improve intelligibility; and listening comprehension practice.

5. English as a Second Language 51B – Intermediate Listening, Speaking and Pronunciation
*Current Status/Proposed Change*
~~This intermediate course helps ESL s~~Students <u>in this course</u> gain greater confidence <u>and skill</u> in listening <u>to</u> and speaking English~~. Students participate in a wide range of~~ <u>by participating in</u> activities such as listening to mini-lectures and taking notes, presenting impromptu speeches, prepared speeches<u>,</u> and oral reports~~,~~<u>;</u> conducting ~~group out-of-class~~ surveys and ~~one-on-one~~ interviews~~,~~<u>;</u> ~~and planning,~~ performing~~,~~ <u>role plays and dramas;</u> and ~~critiquing debates~~ <u>discussing and debating controversial topics.</u> Students ~~are taught listening and speaking strategies, shown how to~~ improve their pronunciation, intonation and stress, ~~and are introduced to~~ <u>listening comprehension, and knowledge of idiomatic expressions and</u> American culture~~, idioms~~ and humor.

*Recommendation:*
Students in this course gain greater confidence and skill in listening to and speaking English by participating in activities such as listening to mini-lectures and taking notes, presenting impromptu speeches, prepared speeches, and oral reports; conducting surveys and interviews; performing role plays and dramas; and discussing and debating controversial topics. Students improve their pronunciation, intonation and stress, listening comprehension, and knowledge of idiomatic expressions and American culture and humor.

6. English as a Second Language 52A – Introduction to Reading and Vocabulary Building
*Current Status/Proposed Change*
This is an introductory course designed to transfer literacy in the first language to English by building basic reading skills and expand<u>ing</u> vocabulary. Through the use of <u>reading texts,</u> reading kits, main idea exercises, and skimming and scanning activities, the foundation skills are developed through regular application. The aim of the course is to identify and reinforce good reading habits and to free students from over-dependence on dictionaries, with a focus on context as the key to meaning.

*Recommendation:*
This is an introductory course designed to transfer literacy in the first language to English by building basic reading skills and expanding vocabulary. Through the use of reading texts, reading kits, main idea exercises, and skimming and scanning activities, the foundation skills are developed through regular application. The aim of the course is to identify and reinforce good reading habits and to free students from over-dependence on dictionaries, with a focus on context as the key to meaning.

7. English as a Second Language 52B – Intermediate Reading and Vocabulary Building
*Current Status/Proposed Change*
This is an intermediate level course designed to teach appropriate reading skills, such as the ability to make inferences, ~~to~~ draw conclusions, ~~to~~ understand the meaning of vocabulary words in context through word <u>analysis</u> and ~~study exercise,~~ <u>contextual clues,</u> and ~~to~~ determine the main idea from a passage. Students read from a variety of sources,

including ~~the~~ newspaper~~s~~, ~~the~~ essay~~s~~, ~~the~~ short ~~story~~ <u>stories</u>, and ~~the~~ novel~~s~~.  <u>Students also increase their academic vocabulary through vocabulary building activities.</u>

*Recommendation:*
This is an intermediate level course designed to teach appropriate reading skills, such as the ability to make inferences, draw conclusions, understand the meaning of vocabulary words in context through word analysis and contextual clues, and determine the main idea from a passage.  Students read from a variety of sources, including newspapers, essays, short stories, and novels.  Students also increase their academic vocabulary through vocabulary building activities.

## COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION

*Current Status/Proposed Change*
1. English 15A – Survey of ~~English~~ <u>British</u> Literature
This course ~~introduces students to English~~ <u>is a survey of British</u> literature from the Anglo-Saxon period through the 18<sup>th</sup> century.  Particular attention will be given to tracing the growth of English<u>, Irish, Scottish and Welsh</u> culture <u>and identity</u> in relation to <u>the</u> literature.  The selections may include <u>"*Beowulf*", "*The Táin*,"</u> and <u>"*Everyman*, "</u> as well as readings from Chaucer, <u>Julian of Norwich, Kempe,</u> Spenser, <u>Lanyer,</u> Shakespeare, <u>Cary,</u> Donne, ~~Herbert,~~ Milton, <u>Cavendish,</u> Dryden, <u>Behn,</u> Pope, Swift, <u>Johnson,</u> and Sheridan.

*Recommendation:*
This course is a survey of British literature from the Anglo-Saxon period through the 18<sup>th</sup> century.  Particular attention will be given to tracing the growth of English, Irish, Scottish and Welsh culture and identity in relation to the literature.  The selections may include "*Beowulf*", "*The Táin*," and "*Everyman*, " as well as readings from Chaucer, Julian of Norwich, Kempe, Spenser, Lanyer, Shakespeare, Cary, Donne, Milton, Cavendish, Dryden, Behn, Pope, Swift, Johnson, and Sheridan.

*Current Status/Proposed Change*
2. English 15B – Survey of ~~English~~ <u>British</u> Literature
~~English 15B~~ <u>This course is a survey of British literature by English, Irish, Scottish, and Welsh writers that</u> begins with the Romantic Age and continues to the present.  The course includes selections from major Romantic, Victorian<u>,</u> ~~and m~~<u>M</u>odern <u>and Postmodern</u> authors<u>,</u> ~~including~~ <u>which may include Equiano,</u> Burns, Blake, <u>the</u> Wordsworth<u>s</u>, Coleridge, Byron, <u>the</u> Shelley<u>s</u>, Keats, Tennyson, <u>the Brownings, the Brontës,</u> Arnold, ~~Browning,~~ Hardy, Yeats, Conrad, Joyce, Eliot, <u>Woolf, Lawrence, Beckett,</u> Heaney<u>, Pinter,</u> and others.

*Recommendation:*
English 15B – Survey of British Literature
This course is a survey of British literature by English, Irish, Scottish, and Welsh writers that begins with the Romantic Age and continues to the present.  The course includes

selections from major Romantic, Victorian, Modern and Postmodern authors, which may include Equiano, Burns, Blake, the Wordsworths, Coleridge, Byron, the Shelleys, Keats, Tennyson, the Brownings, the Brontës, Arnold, Hardy, Yeats, Conrad, Joyce, Eliot, Woolf, Lawrence, Beckett, Heaney, Pinter, and others.

*Current Status/Proposed Change*
3. English as a Second Language 53A – Elementary ~~Writing/~~Grammar <u>and Writing</u>
This entry-level academic composition ~~class~~ <u>course</u> offers students an intensive writing experience. Students will write ~~a minimum of 15~~ well-organized<s>,</s> <u>and</u> coherent paragraphs <u>transitioning to multi-paragraph essays.</u> <s>, including critical reactions to readings.</s> <u>Students will identify and address</u> <s>G</s>grammar problems ~~identified~~ in ~~student~~ <u>their</u> writing ~~will be addressed~~.

*Recommendation:*
English as a Second Language 53A – Elementary Grammar and Writing
This entry-level academic composition course offers students an intensive writing experience. Students will write well-organized and coherent paragraphs transitioning to multi-paragraph essays. Students will identify and address grammar problems in their writing.

## COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, TRANSFER STATUS, CATALOG DESCRIPTION

*Current Status/Proposed Change*
1. English as a Second Language 53B – Intermediate Writing~~/~~ <u>and</u> Grammar
~~No Transfer CSU~~ <u>Proposed Transfer CSU</u>
This intermediate-level academic composition ~~class~~ <u>course</u> offers students an intensive ~~writing~~ experience<s>, moving from the paragraph to an emphasis on the</s> <u>in writing college</u> essay<u>s</u>. Students will <u>learn to</u> write ~~a minimum of ten~~ well-organized, coherent <u>expository</u> essays, including critical reactions to readings<u>, and employing various rhetorical modes. Basic rules of grammar are reviewed and more advanced rules are introduced.</u> ~~Grammar problems identified in student writing will be addressed.~~

*Recommendation:*
English as a Second Language 53B – Intermediate Writing and Grammar
Proposed Transfer CSU
This intermediate-level academic composition course offers students an intensive experience in writing college essays. Students will learn to write well-organized, coherent expository essays, including critical reactions to readings, and employing various rhetorical modes. Basic rules of grammar are reviewed and more advanced rules are introduced.

9

## MATHEMATICAL SCIENCES DIVISION

**COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), TRANSFER STATUS**

1. Computer Science 60 – Programming with ASP.NET and C# in Web-Based Computer Science Applications
   *Current Status/Proposed Change*
   Prerequisite:  Computer Science <u>2, 3,</u> 4 <u>or 30</u> with a minimum grade of C <u>in prerequisite</u> or equivalent
   ~~No Transfer CSU~~ <u>Proposed Transfer CSU</u>

   *Recommendation:*
   Prerequisite:  Computer Science 2, 3, 4 or 30 with a minimum grade of C in prerequisite or equivalent
   Proposed Transfer CSU

**COURSE REVIEW; CHANGE IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation)**

1. Mathematics 111 – Mathematics for Elementary School Teachers – Geometry, Probability and Statistics
   *Current Status/Proposed Change*
   Prerequisite:  Mathematics 60 with a minimum grade of C or equivalent; <u>and</u> Mathematics ~~70~~ <u>73</u> or Mathematics 80 with a minimum grade of C <u>in prerequisite</u> or equivalent

   *Recommendation:*
   Prerequisite:  Mathematics 60 with a minimum grade of C or equivalent; and Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite or equivalent

2. Mathematics 170 - Trigonometry
   *Current Status/Proposed Change*
   Prerequisite:  Mathematics 60 <u>and Mathematics 80</u> with a minimum grade of C <u>in prerequisite,</u> ~~and Mathematics 70 73 with a minimum grade of C~~ or qualification by testing (El Camino College Mathematics Placement Test) and assessment

   *Recommendation:*
   Prerequisite:  Mathematics 60 and Mathematics 80 with a minimum grade of C in prerequisite, or qualification by testing (El Camino College Mathematics Placement Test) and assessment

**COURSE REVIEW; CHANGE IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION**

1. Mathematics 120 – Nature of Mathematics
   *Current Status/Proposed Change*
   Prerequisite:  Mathematics ~~70~~ 73 or Mathematics 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment
   This course surveys general ideas and concepts of mathematics, including ~~alternate and ancient numbering systems, inductive and deductive reasoning, geometries,~~ mathematics of finance, set theory, probability, statistics, voting systems, logic, and ~~mathematics of finance~~ types of geometries.

   *Recommendation:*
   Prerequisite:  Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment
   This course surveys general ideas and concepts of mathematics, including mathematics of finance, set theory, probability, statistics, voting systems, logic, and types of geometries.

2. Mathematics 130 – College Algebra
   *Current Status/Proposed Change*
   Prerequisite:  Mathematics ~~70~~ 73 or Mathematics 80 with a minimum grade of C in prerequisite, or qualification by testing (El Camino College Mathematics Test) and assessment
   ~~Topics covered i~~In this course, ~~include linear and quadratic equations and inequalities;~~ students will explore polynomial, radical, rational, exponential, and logarithmic functions and their graphs~~;~~, as well as sequences, ~~and~~ series, combinatorics, and the Binomial Theorem.

   *Recommendation:*
   Prerequisite:  Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite, or qualification by testing (El Camino College Mathematics Test) and assessment
   In this course, students will explore polynomial, radical, rational, exponential, and logarithmic functions and their graphs, as well as sequences, series, combinatorics, and the Binomial Theorem.

3. Mathematics 140 – Finite Mathematics for Business and Social Sciences
   *Current Status/Proposed Change*
   Prerequisite:  Mathematics ~~70~~ 73 or Mathematics 80 with a minimum grade of C  in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment
   This course consists of a study of ~~equations,~~ the Gauss-Jordan method, matrices, linear programming (~~from~~ a geometrical approach~~)~~, logic sets, ~~counting,~~ combinatorics,

probability, ~~probability distributions,~~ <u>Bayes' theorem, random variables,</u> descriptive statistics, <u>and</u> Markov chains~~, and game theory~~.

*Recommendation:*
Prerequisite: Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment
This course consists of a study of the Gauss-Jordan method, matrices, linear programming from a geometrical approach, logic sets, combinatorics, probability, Bayes' theorem, random variables, descriptive statistics, and Markov chains.

## NEW DISTANCE EDUCATION COURSE VERSIONS FOR EXISTING COURSES

1. Mathematics 120 – Nature of Mathematics (Online)

2. Mathematics 130 – College Algebra (Online)

## COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Mathematics 210 – Introduction to Discrete Structures
   *Current Status/Proposed Change*
   This course ~~is a study of~~ <u>blends</u> mathematical ~~ideas and techniques to analyze~~ <u>reasoning, combinatorial analysis, discrete structures, algorithmic thinking and modeling to study the</u> problems ~~and algorithms which~~ <u>that</u> occur in ~~C~~<u>c</u>omputer ~~S~~<u>s</u>cience <u>and mathematics</u>. Topics covered include: logic, set<u>s</u>, ~~algebra,~~ <u>proofs,</u> functions, ~~algorithms, the integers, mathematical induction, elementary matrix algebra, mathematical reasoning, combinatorics, recurrence~~ relations, ~~relations,~~ <u>number theory, counting,</u> graphs and trees.

   *Recommendation:*
   This course blends mathematical reasoning, combinatorial analysis, discrete structures, algorithmic thinking and modeling to study the problems that occur in computer science and mathematics. Topics covered include: logic, sets, proofs, functions, relations, number theory, counting, graphs and trees.

## NATURAL SCIENCES DIVISION

## COURSE REVIEW

1. Chemistry 21A – Survey of General and Organic Chemistry

2. Chemistry 21B - Survey of Organic and Biochemistry

3. Geography 6 – Physical Geography Laboratory

4. Physics 1A – Mechanics of Solids

5. Physics 1B – Fluids, Heat, and Sound

**COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), TRANSFER STATUS**

1. Geography 8 – Introduction to Geographic Information Systems
   *Current Status/Proposed Change*
   Recommended Preparation:  basic computer skills
   ~~No Transfer UC~~ Proposed Transfer UC

   *Recommendation:*
   Recommended Preparation:  basic computer skills
   Proposed Transfer UC

**COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION**

1. Microbiology 33 – General Microbiology
   *Current Status/Proposed Change*
   Prerequisite:  Biology 10 or Anatomy 30 or Anatomy 32 or Physiology 31 or <u>Anatomy and Physiology 34A;</u> ~~equivalent~~; and Chemistry 4 or Chemistry 20 or Chemistry 1A or Chemistry 21A or equivalent with a minimum grade of C in prerequisite
   This course is a study of <u>microbial anatomy and physiology, classification, microbes in water, air, soil, food, sewage, and medical aspects of microbiology.  It also includes the study of</u> fundamental techniques in the growth, culture<u>,</u> and identification of microorganisms.  ~~It also includes the study of microbial anatomy and physiology, classification, microbes in water, air, soil, food, sewage and medical aspects of microbiology.~~  Laboratory experiments are performed by students to reinforce principles of microbiology discussed in lecture.  This course is designed for <u>students planning to pursue careers in the</u> health ~~related and pre-professional~~ science<u>s or other life sciences.</u> ~~majors.~~

   *Recommendation:*
   Prerequisite:  Biology 10 or Anatomy 30 or Anatomy 32 or Physiology 31 or Anatomy and Physiology 34A; and Chemistry 4 or Chemistry 20 or Chemistry 1A or Chemistry 21A or equivalent with a minimum grade of C in prerequisite
   This course is a study of microbial anatomy and physiology, classification, microbes in water, air, soil, food, sewage, and medical aspects of microbiology.  It also includes the study of fundamental techniques in the growth, culture, and identification of microorganisms.  Laboratory experiments are performed by students to reinforce principles of microbiology discussed in lecture.  This course is designed for students planning to pursue careers in the health sciences or other life sciences.

**COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION**

1. Physics 1C – Electricity and Magnetism
   *Current Status/Proposed Change*
   This course details the mathematical and physical description of Coulomb's Law, electric field and potential, Gauss's Law, DC circuit analysis with Ohm's Law and Kirchhoff's Law, AC circuit analysis with phase diagrams, elementary electronics, capacitance, magnetic fields and their effect ~~of~~ <u>on</u> moving charges and currents, magnetic fields produced by various current configurations, induced ~~voltage,~~ <u>emf,</u> mutual and self-inductance, basic theory of dielectrics, magnetic properties of materials and Maxwell's Equations in integral and differential form.

   *Recommendation:*
   This course details the mathematical and physical description of Coulomb's Law, electric field and potential, Gauss's Law, DC circuit analysis with Ohm's Law and Kirchhoff's Law, AC circuit analysis with phase diagrams, elementary electronics, capacitance, magnetic fields and their effect on moving charges and currents, magnetic fields produced by various current configurations, induced emf, mutual and self-inductance, basic theory of dielectrics, magnetic properties of materials and Maxwell's Equations in integral and differential form.

2. Physics 1D – Optics and Modern Physics
   *Current Status/Proposed Change*
   This <u>is a calculus-based</u> course ~~details the mathematical and physical description of geometrical~~ <u>which covers geometric</u> optics~~,~~ ~~which includes~~ <u>including</u> reflection and refraction at plane and spherical surfaces, prisms, lenses, mirrors, <u>and</u> simple optical instruments, and ~~photometry and~~ physical optics, ~~which includes~~ <u>including</u> polarization, interference, diffraction, and ~~introduction to~~ <u>introductory</u> electromagnetic <u>wave</u> theory. ~~Also included in this course is~~ <u>The</u> modern physics ~~which~~ <u>portion of this course</u> covers special relativity, <u>the</u> particle nature of light, wave ~~property~~ <u>properties</u> of ~~a~~ particles<u>, the</u> Schrödinger equation, atomic physics and spectra, <u>and</u> nuclear physics<u>.</u> ~~, and fission and fusion.~~

   *Recommendation:*
   This is a calculus-based course which covers geometric optics, including reflection and refraction at plane and spherical surfaces, prisms, lenses, mirrors, and simple optical instruments, and physical optics, including polarization, interference, diffraction, and introductory electromagnetic wave theory.  The modern physics portion of this course covers special relativity, the particle nature of light, wave properties of particles, the Schrödinger equation, atomic physics and spectra, and nuclear physics.

3. Physics 12 – Laboratory for Introductory Physics
   *Current Status/Proposed Change*
   This <u>laboratory</u> course is designed to give the student an opportunity to ~~check~~ experimentally <u>reinforce</u> some of the fundamental concepts of physics studied in ~~Introductory~~ Physics <u>11</u>.

*Recommendation:*
This laboratory course is designed to give the student an opportunity to experimentally reinforce some of the fundamental concepts of physics studied in Physics 11.

# Prerequisite and Corequisite Courses Not Reviwed Within Six Years and Total Number Offered Fall 2009
## (Excludes 95,96,99,50's)

| Course | Course Title | Division | Last CCC Review Date | TYPE | Last Completed Program Review | Next Program Review Cycle | Offered Fall 2009? |
|---|---|---|---|---|---|---|---|
| ACR-25 | Residential Air Cond | ITEC | 1999-2000 | P | 2006 | 2011-2012 | N |
| ACR-32 | Fund Pneumatic Controls | ITEC | 1997-1998 | P | 2006 | 2011-2012 | N |
| ACR-6 | Refrg/Air Condtn Cont Sys | ITEC | 2002-2003 | P | 2006 | 2011-2012 | N |
| ACRP-1B | Repair Equip/Weld Technq | ITEC | 1999-2000 | P | 2008 | 2013-2014 | N |
| ACRP-1C | Maj Collsn Analys/Repair | ITEC | 1999-2000 | P | 2008 | 2013-2014 | N |
| ACRP-2B | Auto Refinishing Matrl/Equip | ITEC | 1999-2000 | P | 2008 | 2013-2014 | N |
| ACRP-2C | Auto Refinishing Applications | ITEC | 1999-2000 | P | 2008 | 2013-2014 | N |
| ART-145ABCD | Multimedia Design | FINE | 2001-2002 | P,RP | 2008 | 2013-2014 | N |
| ART-42ABCD | Lettering II | FINE | 1999-2000 | P | 2008 | 2013-2014 | N |
| ART-52ABCD | Rendering | FINE | 1999-2000 | P | 2008 | 2013-2014 | N |
| ART-75ABCD | Jewelry Casting | FINE | 1999-2000 | P | 2008 | 2013-2014 | N |
| ART-89ABCD | Silkscreen/Lithography | FINE | 1998-1999 | P | 2008 | 2013-2014 | N |
| ATEC-26 | Auto Testing/Diagnosis | ITEC | 1998-1999 | P | Draft Submtd 12-08 | 2013-2014 | N |
| ATEC-80 | Calif Clean Air Car Course | ITEC | 1998-1999 | P | Draft Submtd 12-08 | 2013-2014 | N |
| BUS-2A | Intermediate Accounting | BUSI | 1998-1999 | P | 2008 | 2013-2014 | N |
| BUS-2B | Intermediate Accounting | BUSI | 1998-1999 | P | 2008 | 2013-2014 | N |
| BUS-4 | Cost Accounting | BUSI | 1998-1999 | P | 2008 | 2013-2014 | N |
| BUS-5A | Income Tax Accounting | BUSI | 1998-1999 | P | 2008 | 2013-2014 | N |
| CADD-47 | Two Dimension Mechanical CADD | ITEC | 2000-2001 | P | 2008 | 2013-2014 | N |
| CADD-49 | Adv Two Dimen Mech CADD | ITEC | 2000-2001 | P | 2008 | 2013-2014 | N |
| CDEV-122 | Development - School Age Child | BSSC | 2002-2003 | P | 2007 | 2012-2013 | N |
| CDEV-123 | Prncpl/Prac Schl Age Care Prog | BSSC | 2002-2003 | P | 2007 | 2012-2013 | N |
| CIS-19 | Intro Internet/Web Publishing | BUSI | 2000-2001 | P | 2007 | 2012-2013 | N |
| CIS-29 | Adv Database Applications | BUSI | 1997-1998 | P | 2007 | 2012-2013 | N |
| CIS-80 | Oracle Application Programming | BUSI | 2000-2001 | P | 2007 | 2012-2013 | N |
| COSM-16ABCD | Cosmetology Applications | ITEC | 2001-2002 | P | 2008 | 2013-2014 | N |
| COSM-3 | Adv Cosmetology Applicatn | ITEC | 1995-1996 | P | 2008 | 2013-2014 | N |
| COSM-4 | Cosmetology Practicum | ITEC | 1999-2000 | P | 2008 | 2013-2014 | N |
| CSCI-30 | Advanced Programming in C++ | MATH | 2002-2003 | P | 2006 | 2011-2012 | N |
| CTEC-121 | Concrete and Formwork | ITEC | 2000-2001 | P | 2006 | 2011-2012 | N |
| CTEC-122 | Rough Framing | ITEC | 2000-2001 | P | 2006 | 2011-2012 | N |
| CTEC-141 | Interior Subcrafts | ITEC | 2000-2001 | P | 2006 | 2011-2012 | N |
| CTEC-142 | Exterior Subcrafts | ITEC | 2000-2001 | P | 2006 | 2011-2012 | N |
| DANC-54ABCD | Intermed American Social Dance | FINE | 2002-2003 | P | 2004 | 2009-2010 | N |
| ECHT-112 | Adv Direct/Alternating Circuit | ITEC | 2001-2002 | P | 2007 | 2012-2013 | N |

# Prerequisite and Corequisite Courses Not Reviwed Within Six Years and Total Number Offered Fall 2009
## (Excludes 95,96,99,50's)

| Course | Course Title | Division | Last CCC Review Date | TYPE | Last Completed Program Review | Next Program Review Cycle | Offered Fall 2009? |
|---|---|---|---|---|---|---|---|
| ECHT-122 | Semiconductor Circuits II | ITEC | 2001-2002 | P | 2007 | 2012-2013 | N |
| ECHT-150 | Electronics Communications I | ITEC | 2001-2002 | P,RP | 2007 | 2012-2013 | N |
| ECHT-152 | Electronic Communications II | ITEC | 2001-2002 | P | 2007 | 2012-2013 | N |
| ECHT-190 | Analg/Digitl Sys Anlys/Trblsht | ITEC | 2001-2002 | P | 2007 | 2012-2013 | N |
| ECHT-191 | Intro Microprcssrs/Interfacing | ITEC | 2001-2002 | P,RP | 2007 | 2012-2013 | N |
| ECON-2 | Princ Economics:microecon | BSSC | 1999-2000 | P | In Progress | April.2009 | N |
| EDEV-9AB | Adv Math Prep Deaf/Hrd Hr | HEAL | 1997-1998 | P | 2006 | 2011-2012 | N |
| ENGL-24B | Creatv Wrtng:workshp-Poet | HUMA | 2002-2003 | P | 2008 | 2013-2014 | N |
| ENGL-32ABC | Creatr Wrtng:workshp Fict | HUMA | 1998-1999 | P | 2008 | 2013-2014 | N |
| ENGL-AX | Writing the College Essay | HUMA | 1998-1999 | P | 2008 | 2013-2014 | N |
| ENGR-9 | Engr Mechanics - Statics | MATH | 1997-1998 | P | | | N |
| ESL-45 | Rdg, Wrtng, Lstn/Spkn II | HUMA | 1997-1998 | P | 2004 | 2009-2010 | N |
| FASH-11AB | Clothing Construction II | ITEC | 1995-1996 | P | In Progress | April.2009 | N |
| FASH-14 | Pattern Grading | ITEC | 1995-1996 | P | In Progress | April.2009 | N |
| FASH-16AB | Fashion Illustrating | ITEC | 1995-1996 | P | In Progress | April.2009 | N |
| FASH-23 | Fitting and Alterations | ITEC | 1997-1998 | P | In Progress | April.2009 | N |
| FASH-24ABC | Tailoring | ITEC | 1998-1999 | P | In Progress | April.2009 | N |
| FASH-26B | Basic Dress Design Thru Draping Pr | ITEC | 1999-2000 | P | In Progress | April.2009 | N |
| FASH-36 | Adv Pattern Makng/Draping Dsgn | ITEC | 1998-1999 | P | In Progress | April.2009 | N |
| FASH-37 | Design for Apparel Manufacture | ITEC | 1999-2000 | P | In Progress | April.2009 | N |
| FILM-34AB | Camera and Lighting | FINE | 2001-2002 | P | 2007 | 2012-2013 | N |
| FREN-21AB | Beg Conversational French | HUMA | 1999-2000 | P | In Progress | April.2009 | N |
| FREN-22AB | Inter Converstnl French | HUMA | 1999-2000 | P | In Progress | April.2009 | N |
| FTEC-101A | Fire Management 2A | ITEC | 1994-1995 | P | 2007 | 2012-2013 | N |
| FTEC-41A | Fire Command 2A | ITEC | 1994-1995 | P | 2007 | 2012-2013 | N |
| FTEC-81A | Fire Instructor 2A | ITEC | 1994-1995 | P | 2007 | 2012-2013 | N |
| FTEC-81B | Fire Intstructor 2B | ITEC | 1994-1995 | P | 2007 | 2012-2013 | N |
| FTEC-81C | Fire Instructor 2C | ITEC | 1994-1995 | P | 2007 | 2012-2013 | N |
| GEOL-30 | Geology Lab Death Valley | NSCI | 2001-2002 | P,RP | 2007 | 2012-2013 | N |
| GEOL-32 | Geol Lab Owen Vally/Sierra Nev | NSCI | 2001-2002 | P,RP | 2007 | 2012-2013 | N |
| GEOL-34 | Geology Lab Southeastern Calif | NSCI | 2001-2002 | P,RP | 2007 | 2012-2013 | N |
| GERM-21AB | Beg Conversational German | HUMA | 1999-2000 | P | In Progress | April.2009 | N |
| GERM-22AB | Inter Converstnl German | HUMA | 1999-2000 | P | In Progress | April.2009 | N |
| GERM-3 | Intermediate German I | HUMA | 1999-2000 | P | In Progress | April.2009 | N |
| IDES-3 | Int Dsgn Intro MacIntosh | ITEC | 1999-2000 | P | In Progress | April.2009 | N |

# Prerequisite and Corequisite Courses Not Reviwed Within Six Years and Total Number Offered Fall 2009
## (Excludes 95,96,99,50's)

| Course | Course Title | Division | Last CCC Review Date | TYPE | Last Completed Program Review | Next Program Review Cycle | Offered Fall 2009? |
|--------|--------------|----------|----------------------|------|-------------------------------|---------------------------|--------------------|
| JOUR-4 | Feature Writing | HUMA | 1999-2000 | P | In Progress | April.2009 | N |
| LAW-11 | Intro to Legal Research | BUSI | 1998-1999 | P | 2008 | 2013-2014 | N |
| LAW-12 | Probate Procedures | BUSI | 1998-1999 | P | 2008 | 2013-2014 | N |
| LAW-13 | Family Law | BUSI | 1998-1999 | P | 2008 | 2013-2014 | N |
| LAW-14 | Tort Law | BUSI | 1998-1999 | P | 2008 | 2013-2014 | N |
| LAW-15 | Civil/Criminal Evidence | BUSI | 1998-1999 | P | 2008 | 2013-2014 | N |
| LAW-16 | Civil Procedure | BUSI | 1998-1999 | P | 2008 | 2013-2014 | N |
| LAW-18 | Wills, Trusts/Estate Plan | BUSI | 1998-1999 | P | 2008 | 2013-2014 | N |
| LAW-19 | Law and Computers | BUSI | 1998-1999 | P | 2008 | 2013-2014 | N |
| LAW-20 | Paralegal Seminar | BUSI | 2002-2003 | P | 2008 | 2013-2014 | N |
| LAW-6 | Agency, Corp/Partnerships | BUSI | 1998-1999 | P | 2008 | 2013-2014 | N |
| MATH-10B | Basic Arithmetc Skills Part II | MATH | 2001-2002 | P | 2008 | 2013-2014 | N |
| MTT-10B | Cmptr Num Contrl Progrmng | ITEC | 1999-2000 | P | 2006 | 2011-2012 | N |
| MTT-10K | 3D Numrcl Cntrl Graphc Prgrmng | ITEC | 1999-2000 | P | 2006 | 2011-2012 | N |
| MUSI-2B | Advanced Sightsinging | FINE | 1999-2000 | P | 2006 | 2011-2012 | N |
| MUSI-40ABCD | The Singer As Actor | FINE | 1999-2000 | P | 2006 | 2011-2012 | N |
| MUSI-81B | Electronic Music Studio | FINE | 1999-2000 | P | 2006 | 2011-2012 | N |
| MUSI-8B | Counterpoint | FINE | 1998-1999 | P | 2006 | 2011-2012 | N |
| PE-285ABCD | Continuing Fit/Nutr Programs | HEAL | 1999-2000 | P | 2008 | 2013-2014 | N |
| PHOT-23B | Inter Color Photo/Print | FINE | 1999-2000 | P | 2008 | 2013-2014 | N |
| PHOT-3 | Advanced Photography | FINE | 1999-2000 | P | 2008 | 2013-2014 | N |
| PHOT-4 | Portraiture | FINE | 1998-1999 | P | 2008 | 2013-2014 | N |
| PHOT-57 | Creative Photo Processes | FINE | 1999-2000 | P | 2008 | 2013-2014 | N |
| PHYS-13 | Quant Aspcts Elem Physics | NSCI | 1998-1999 | P | 2004 | 2009-2010 | N |
| PHYS-2B | General Physics | NSCI | 2000-2001 | P | 2004 | 2009-2010 | N |
| RC-176 | Intro Resp Care Non-Crit Ill | HEAL | 1999-2000 | P,RP,EL | Annual | April.2009 | N |
| RC-178 | Resp Care Crit-Ill Patient I | HEAL | 1999-2000 | P | Annual | April.2009 | N |
| RC-284 | Resp Care Crit-Ill Patient III | HEAL | 1999-2000 | P | Annual | April.2009 | N |
| RC-286 | Fund Pulmonary Rehab/Home RC | HEAL | 1999-2000 | P | Annual | April.2009 | N |
| RC-288 | Fund Pulmonary Function Testng | HEAL | 1999-2000 | P | Annual | April.2009 | N |
| RE-14B | Adv Real Estate Finance | BUSI | 1998-1999 | P | 2006 | 2011-2012 | N |
| RE-41 | Adv Real Estate Appraisal | BUSI | 1997-1998 | P | 2006 | 2011-2012 | N |
| RTEC-218 | Clinical Experience 5 | HEAL | 2000-2001 | P,C | Annual | April.2009 | N |
| RTEC-219 | Clinical Experience 6 | HEAL | 2000-2001 | P | Annual | April.2009 | N |
| RTEC-255 | Adv Imaging/Special Procd | HEAL | 1998-1999 | P,C | Annual | April.2009 | N |

# Prerequisite and Corequisite Courses Not Reviwed Within Six Years and Total Number Offered Fall 2009
## (Excludes 95,96,99,50's)

| Course | Course Title | Division | Last CCC Review Date | TYPE | Last Completed Program Review | Next Program Review Cycle | Offered Fall 2009? |
|---|---|---|---|---|---|---|---|
| SLAN-22 | Educational Interpreting | HEAL | 2002-2003 | P | 2008 | 2013-2014 | N |
| SURG-121 | App Operatng Rm Techniques | HEAL | 2002-2003 | P,C,RP | | | N |
| SURG-130 | Current Cncpts Surgical Tech | HEAL | 1999-2000 | P,C,RP | | | N |
| SURG-140 | Practicum:Surg Specialities | HEAL | 2002-2003 | P,C,RP | | | N |
| THEA-40A | Fundmntls of Stage Direc | FINE | 1996-1997 | P | In Progress | April.2009 | N |
| WELD-19AB | Layout Pipefitter | ITEC | 1999-2000 | P | 2008 | 2013-2014 | N |
| WELD-27ABC | Pipe Weld/Pipe Fabrication | ITEC | 1999-2000 | P | 2008 | 2013-2014 | N |
| ACR-23 | Commrcl Refrg Appl | ITEC | 1999-2000 | P | 2006 | 2011-2012 | Y |
| ACR-27 | Heating Technologies | ITEC | 2001-2002 | P | 2006 | 2011-2012 | Y |
| ACR-5 | Electrical Applications | ITEC | 1999-2000 | P | 2006 | 2011-2012 | Y |
| ACRP-1D | Compo Syst Analys/Repair | ITEC | 1999-2000 | P | 2008 | 2013-2014 | Y |
| AJ-155 | Peace Ofcr Trng-Levl II Module | ITEC | 2000-2001 | P,EL | 2007 | 2012-2013 | Y |
| ARCH-120ABCD | Computer Aided Architectural Draftir | ITEC | 1998-1999 | P | 2007 | 2012-2013 | Y |
| ARCH-150B | Architectural Drawing II | ITEC | 1998-1999 | P,RP | 2007 | 2012-2013 | Y |
| ARCH-199AB | Architecture Design Studio | ITEC | 2001-2002 | P | 2007 | 2012-2013 | Y |
| ART-11ABCD | Drawing Fundamentals II | FINE | 1998-1999 | P | 2008 | 2013-2014 | Y |
| ART-143ABCD | Digital Design/Publishing | FINE | 2001-2002 | P,RP | 2008 | 2013-2014 | Y |
| ART-144ABCD | Three-Dimen Computer Animation | FINE | 2001-2002 | P,RP | 2008 | 2013-2014 | Y |
| ART-146ABCD | Designing - Wrld Wide Web | FINE | 1997-1998 | P,RP | 2008 | 2013-2014 | Y |
| ART-147ABCD | Digital Video Design | FINE | 1997-1998 | P,RP | 2008 | 2013-2014 | Y |
| ART-17AB | Life Drawing I | FINE | 1998-1999 | P | 2008 | 2013-2014 | Y |
| ART-18ABCD | Life Drawing II | FINE | 1998-1999 | P | 2008 | 2013-2014 | Y |
| ART-19AB | Intro Watercolor Paint I | FINE | 1998-1999 | P | 2008 | 2013-2014 | Y |
| ART-20ABCD | Watercolor Painting II | FINE | 1998-1999 | P | 2008 | 2013-2014 | Y |
| ART-22AB | Fundamentals Painting I | FINE | 1998-1999 | P | 2008 | 2013-2014 | Y |
| ART-23ABCD | Fundamentals Painting II | FINE | 1998-1999 | P | 2008 | 2013-2014 | Y |
| ART-24AB | Life Painting I | FINE | 1998-1999 | P | 2008 | 2013-2014 | Y |
| ART-25ABCD | Life Painting II | FINE | 1998-1999 | P | 2008 | 2013-2014 | Y |
| ART-38ABCD | Two-Dimensional Design II | FINE | 1999-2000 | P | 2008 | 2013-2014 | Y |
| ART-40ABCD | Advertising Design II | FINE | 1999-2000 | P | 2008 | 2013-2014 | Y |
| ART-53AB | Illustration I | FINE | 1999-2000 | P,RP | 2008 | 2013-2014 | Y |
| ART-54ABCD | Illustration II | FINE | 1999-2000 | P | 2008 | 2013-2014 | Y |
| ART-62ABCD | Intermediate Ceramics | FINE | 1998-1999 | P | 2008 | 2013-2014 | Y |
| ART-63ABCD | Advanced Ceramics | FINE | 1998-1999 | P | 2008 | 2013-2014 | Y |
| ART-74ABCD | Jewelry Fabrication | FINE | 1998-1999 | P | 2008 | 2013-2014 | Y |

# Prerequisite and Corequisite Courses Not Reviwed Within Six Years and Total Number Offered Fall 2009
## (Excludes 95,96,99,50's)

| Course | Course Title | Division | Last CCC Review Date | TYPE | Last Completed Program Review | Next Program Review Cycle | Offered Fall 2009? |
|---|---|---|---|---|---|---|---|
| ART-82ABCD | Life Sculpture | FINE | 1998-1999 | P,RP | 2008 | 2013-2014 | Y |
| ART-83ABCD | Bronze Casting | FINE | 1999-2000 | P | 2008 | 2013-2014 | Y |
| ART-87AB | Beginning Printmaking | FINE | 1998-1999 | P | 2008 | 2013-2014 | Y |
| ART-88ABCD | Etching/Relief | FINE | 1998-1999 | P | 2008 | 2013-2014 | Y |
| ATEC-22B | Tune-Up, Elect/Fuel Syst | ITEC | 1998-1999 | P | Draft Submtd 12-08 | 2013-2014 | Y |
| BUS-1B | Managerial Accounting | BUSI | 2001-2002 | P | 2008 | 2013-2014 | Y |
| BUS-5C | Income Tax Microcomputer App | BUSI | 1998-1999 | P | 2008 | 2013-2014 | Y |
| CADD-37ABCD | Advanced Catia Functions | ITEC | 1998-1999 | P | 2008 | 2013-2014 | Y |
| CDEV-112 | Teachng Young Chldrn-Multicult | BSSC | 1999-2000 | P | 2007 | 2012-2013 | Y |
| CHEM-20 | Fundamentals of Chemistry | NSCI | 2001-2002 | P,RP | In Progress | April.2009 | Y |
| CIS-140 | Data Communications Cisco 1 | BUSI | 2001-2002 | P,RP | 2007 | 2012-2013 | Y |
| CIS-141 | Networking Microcmptrs Cisco 2 | BUSI | 2001-2002 | P | 2007 | 2012-2013 | Y |
| COSM-11 | Intro to Cosmetology II | ITEC | 2001-2002 | P | 2008 | 2013-2014 | Y |
| COSM-12 | Intermediate Cosmetology | ITEC | 2002-2003 | P | 2008 | 2013-2014 | Y |
| COSM-13 | Advanced Cosmetology I | ITEC | 2002-2003 | P | 2008 | 2013-2014 | Y |
| COSM-14ABCD | Advanced Cosmetology II | ITEC | 2002-2003 | P | 2008 | 2013-2014 | Y |
| COSM-2ABCD | Adv Cosmetology Procedures | ITEC | 2001-2002 | P | 2008 | 2013-2014 | Y |
| CSCI-2 | Intro to Data Structures | MATH | 2001-2002 | P,RP | 2006 | 2011-2012 | Y |
| CSCI-3 | Computer Programming in Java | MATH | 2000-2001 | P | 2006 | 2011-2012 | Y |
| CTEC-108ABCD | Adv Cabinet Making Lab | ITEC | 1995-1996 | P | 2006 | 2011-2012 | Y |
| CTEC-109ABCD | App/Install Euro Hardware | ITEC | 2001-2002 | P | 2006 | 2011-2012 | Y |
| CTEC-131 | Roof Framing | ITEC | 2000-2001 | P | 2006 | 2011-2012 | Y |
| CTEC-132 | Stair Framing | ITEC | 2000-2001 | P | 2006 | 2011-2012 | Y |
| DANC-17ABCD | Intermediate African Dance | FINE | 2002-2003 | P,RP | 2004 | 2009-2010 | Y |
| DANC-23ABCD | Jazz Dance II | FINE | 1996-1997 | P | 2004 | 2009-2010 | Y |
| DANC-25ABCD | Commercial Dance | FINE | 2001-2002 | P,RP | 2004 | 2009-2010 | Y |
| DANC-33ABCD | Ballet II | FINE | 1996-1997 | P | 2004 | 2009-2010 | Y |
| DANC-35ABCD | Ballet Variations | FINE | 2001-2002 | P,RP | 2004 | 2009-2010 | Y |
| DANC-43ABCD | Modern Dance II | FINE | 1996-1997 | P | 2004 | 2009-2010 | Y |
| DANC-52ABCD | Intermed Latin Social Dance | FINE | 2002-2003 | P | 2004 | 2009-2010 | Y |
| DANC-62ABCD | Tap Dance II - Intermed | FINE | 1998-1999 | P | 2004 | 2009-2010 | Y |
| DANC-72ABCD | Choreography II | FINE | 1996-1997 | P | 2004 | 2009-2010 | Y |
| ECHT-110 | Intro Direct/Altrntng Circuits | ITEC | 2001-2002 | P | 2007 | 2012-2013 | Y |
| ECHT-120 | Semiconductor Circuits I | ITEC | 2001-2002 | P | 2007 | 2012-2013 | Y |
| ECHT-124 | Oprtng Amps/Linear Int Crcuits | ITEC | 2001-2002 | P | 2007 | 2012-2013 | Y |

# Prerequisite and Corequisite Courses Not Reviwed Within Six Years and Total Number Offered Fall 2009
## (Excludes 95,96,99,50's)

| Course | Course Title | Division | Last CCC Review Date | TYPE | Last Completed Program Review | Next Program Review Cycle | Offered Fall 2009? |
|--------|-------------|----------|---------------------|------|------------------------------|--------------------------|--------------------|
| ECHT-131 | Digital Systm/Computr Logic II | ITEC | 2001-2002 | P | 2007 | 2012-2013 | Y |
| ECHT-142 | Cmptr Systms/Hardware Tech II | ITEC | 2001-2002 | P | 2007 | 2012-2013 | Y |
| ECHT-144 | A+ Cert Prep Cmptr Hrdwre Syst | ITEC | 2001-2002 | P,RP | 2007 | 2012-2013 | Y |
| ENGL-1A | Reading and Composition | HUMA | 2000-2001 | P | 2008 | 2013-2014 | Y |
| ENGL-1B | Literature/Composition | HUMA | 1998-1999 | P | 2008 | 2013-2014 | Y |
| ENGL-7 | Speed and Power Reading | HUMA | 2002-2003 | P | 2008 | 2013-2014 | Y |
| ENGL-A | Writing the College Essay | HUMA | 1998-1999 | P | 2008 | 2013-2014 | Y |
| ESL-51C | Adv Listen, Spkng/Pronun | HUMA | 1999-2000 | P | 2004 | 2009-2010 | Y |
| ESL-52C | Advanced Reading | HUMA | 1998-1999 | P | 2004 | 2009-2010 | Y |
| ESL-55 | Engl Sec Lang-Coll Studnt | HUMA | 1998-1999 | P | 2004 | 2009-2010 | Y |
| FASH-15AB | Fashion Sketching | ITEC | 1995-1996 | P | In Progress | April.2009 | Y |
| FASH-26A | Basic Design/Patternmkg | ITEC | 1999-2000 | P,RP | In Progress | April.2009 | Y |
| FASH-4AB | Computer Fashion Illustration | ITEC | 1998-1999 | P | In Progress | April.2009 | Y |
| FILM-22 | Production I | FINE | 2001-2002 | P | 2007 | 2012-2013 | Y |
| FILM-32AB | Production II | FINE | 2001-2002 | P | 2007 | 2012-2013 | Y |
| FILM-36AB | Editing | FINE | 2001-2002 | P | 2007 | 2012-2013 | Y |
| FTEC-142ABCD | Basic Emt Recertification | ITEC | 1996-1997 | P | 2007 | 2012-2013 | Y |
| FTEC-15 | Fire Academy | ITEC | 1998-1999 | P,EL | 2007 | 2012-2013 | Y |
| GEOL-3 | Physical Geology Lab | NSCI | 1999-2000 | P | 2007 | 2012-2013 | Y |
| GEOL-36 | Geology Lab Coastal California | NSCI | 2001-2002 | P,RP | 2007 | 2012-2013 | Y |
| GEOL-4 | History Planet Earth Lab | NSCI | 1999-2000 | P | 2007 | 2012-2013 | Y |
| JAPA-22AB | Inter Convrstnl Japanese | HUMA | 1999-2000 | P | In Progress | April.2009 | Y |
| JOUR-1 | News Writing/Reporting | HUMA | 1999-2000 | P | In Progress | April.2009 | Y |
| JOUR-11ABCD | Newspaper Publication | HUMA | 1998-1999 | P | In Progress | April.2009 | Y |
| JOUR-7AB | Advanced Photojournalism | HUMA | 1998-1999 | P | In Progress | April.2009 | Y |
| MATH-160 | Calc-Biol, Mgmt/Soc Sci I | MATH | 2000-2001 | P | 2008 | 2013-2014 | Y |
| MATH-161 | Calc-Biol,mgmt/Soc Sci II | MATH | 1998-1999 | P | 2008 | 2013-2014 | Y |
| MATH-180 | Pre-Calculus | MATH | 2001-2002 | P | 2008 | 2013-2014 | Y |
| MATH-270 | Diffrntl Equatns Linear Algbra | MATH | 2000-2001 | P | 2006 | 2011-2012 | Y |
| MUSI-19ABCD | Voice Class II | FINE | 1999-2000 | P | 2006 | 2011-2012 | Y |
| MUSI-23ABCD | Applied Mus/Prvate Lesson | FINE | 2001-2002 | C, EL | 2006 | 2011-2012 | Y |
| MUSI-31B | Beginning Piano II | FINE | 1998-1999 | P | 2006 | 2011-2012 | Y |
| MUSI-31C | Intermediate Piano I | FINE | 1998-1999 | P | 2006 | 2011-2012 | Y |
| MUSI-31D | Intermediate Piano II | FINE | 1998-1999 | P | 2006 | 2011-2012 | Y |
| MUSI-32ABCD | Advanced Piano | FINE | 1999-2000 | P | 2006 | 2011-2012 | Y |

# Prerequisite and Corequisite Courses Not Reviwed Within Six Years and Total Number Offered Fall 2009
## (Excludes 95,96,99,50's)

| Course | Course Title | Division | Last CCC Review Date | TYPE | Last Completed Program Review | Next Program Review Cycle | Offered Fall 2009? |
|---|---|---|---|---|---|---|---|
| MUSI-3A | Theory and Musicianship I | FINE | 1998-1999 | P,RP | 2006 | 2011-2012 | Y |
| MUSI-3B | Theory/Musicianship II | FINE | 1998-1999 | P,RP | 2006 | 2011-2012 | Y |
| MUSI-3C | Theory/Musicianship III | FINE | 1998-1999 | P,RP | 2006 | 2011-2012 | Y |
| MUSI-48ABCD | Intermediate Guitar | FINE | 1998-1999 | P | 2006 | 2011-2012 | Y |
| MUSI-5 | Comm Jazz Theory/Musicshp | FINE | 1999-2000 | P,RP | 2006 | 2011-2012 | Y |
| MUSI-8A | Counterpoint | FINE | 1998-1999 | P | 2006 | 2011-2012 | Y |
| MUSI-90ABCD | Int Applied Mus/Pvt Lsns | FINE | 1998-1999 | P,C | 2006 | 2011-2012 | Y |
| NURS-103 | Nurse Assistant | HEAL | 1998-1999 | P,RP | Annual | April.2009 | Y |
| NURS-112 | Basic Health Care for Children | HEAL | 2000-2001 | P | Annual | April.2009 | Y |
| NURS-114 | Schl Hlth Ofc/Info Management | HEAL | 2000-2001 | P | Annual | April.2009 | Y |
| NURS-48AB | Calculat Drugs/Solutions | HEAL | 1996-1997 | P | Annual | April.2009 | Y |
| PE-102ABCD | Exrcse/Phys Act-Oldr Adlts Adv | HEAL | 1998-1999 | P | 2008 | 2013-2014 | Y |
| PE-241ABCD | Intermediate/Adv Swimming | HEAL | 1998-1999 | P | 2008 | 2013-2014 | Y |
| PHIL-5 | Crit Thinking/Discourse | BSSC | 1998-1999 | P | 2008 | 2013-2014 | Y |
| PHOT-1 | Basic Photography | FINE | 1998-1999 | P | 2008 | 2013-2014 | Y |
| PHOT-11AB | Advanced Photojournalism | FINE | 1998-1999 | P | 2008 | 2013-2014 | Y |
| PHOT-2 | Intermediate Photography | FINE | 1998-1999 | P | 2008 | 2013-2014 | Y |
| PHOT-23A | Theory Color/Color Print | FINE | 1999-2000 | P | 2008 | 2013-2014 | Y |
| PHOT-54 | Intermediate 35MM | FINE | 1999-2000 | P | 2008 | 2013-2014 | Y |
| PHYO-31 | Human Physiology | NSCI | 1998-1999 | P | 2008 | 2013-2014 | Y |
| PHYS-2A | General Physics | NSCI | 2000-2001 | P | 2004 | 2009-2010 | Y |
| PSYC-15 | Abnormal Psychology | BSSC | 1999-2000 | P,RP | In Progress | April.2009 | Y |
| PSYC-16 | Lifespan Development | BSSC | 2000-2001 | P,RP | In Progress | April.2009 | Y |
| PSYC-7 | Physiological Psychology | BSSC | 1998-1999 | P | In Progress | April.2009 | Y |
| PSYC-8 | Social Psychology | BSSC | 1998-1999 | P,RP | In Progress | April.2009 | Y |
| RC-172 | Fund CPR Physolgy/Phrmclgy RC | HEAL | 1999-2000 | P,RP,EL | Annual | April.2009 | Y |
| RC-280 | Resp Care Crit-Ill Patient II | HEAL | 1999-2000 | P | Annual | April.2009 | Y |
| RC-282 | Fund Perinatal/Pediatric RC | HEAL | 1999-2000 | P | Annual | April.2009 | Y |
| RTEC-111 | Fundamentals Rad Tech I | HEAL | 1998-1999 | C, EL | Annual | April.2009 | Y |
| RTEC-217 | Clinical Experience 4 | HEAL | 2000-2001 | P,C | Annual | April.2009 | Y |
| RTEC-328 | Clinical Experience 7 | HEAL | 2000-2001 | P | Annual | April.2009 | Y |
| SLAN-101ABCD | Individual Amer Sign Lang | HEAL | 1997-1998 | P | 2008 | 2013-2014 | Y |
| SLAN-18A | Fundmntls Intrprt/Translt | HEAL | 1997-1998 | P,C | 2008 | 2013-2014 | Y |
| SLAN-18B | App Interprtng/Trans Tech | HEAL | 1998-1999 | P | 2008 | 2013-2014 | Y |
| SLAN-19 | Adv Interpretng:sgn-Voice | HEAL | 1997-1998 | P,C | 2008 | 2013-2014 | Y |

**Prerequisite and Corequisite Courses Not Reviwed Within Six Years and Total Number Offered Fall 2009**
**(Excludes 95,96,99,50's)**

| Course | Course Title | Division | Last CCC Review Date | TYPE | Last Completed Program Review | Next Program Review Cycle | Offered Fall 2009? |
|---|---|---|---|---|---|---|---|
| SLAN-20 | Interpreting Practicum | HEAL | 1998-1999 | P | 2008 | 2013-2014 | Y |
| SLAN-263 | Interpret/Transltrtng Lab | HEAL | 2001-2002 | P,C | 2008 | 2013-2014 | Y |
| SLAN-264 | Sign to Voice Laboratory | HEAL | 2001-2002 | P,C | 2008 | 2013-2014 | Y |
| SPAN-21AB | Beg Convrstnl Spanish | HUMA | 1999-2000 | P | In Progress | April.2009 | Y |
| SPAN-22AB | Inter Convrstnl Spanish | HUMA | 1999-2000 | P | In Progress | April.2009 | Y |
| SPAN-5 | Advanced Spanish I | HUMA | 1999-2000 | P | In Progress | April.2009 | Y |
| THEA-14B | Intermediate Acting | FINE | 1999-2000 | P | In Progress | April.2009 | Y |
| THEA-16ABCD | Act-Audition/Cold Reading | FINE | 1996-1997 | P | In Progress | April.2009 | Y |
| THEA-22AB | Acting Shakespeare | FINE | 1994-1995 | P | In Progress | April.2009 | Y |
| THEA-98AB | Adv Technical Production | FINE | 1998-1999 | P | In Progress | April.2009 | Y |
| WELD-23ABC | Arc Welding Certification | ITEC | 1999-2000 | P | 2008 | 2013-2014 | Y |
| WELD-2ABC | Basic Welding Technology | ITEC | 1999-2000 | P | 2008 | 2013-2014 | Y |
| WELD-45AB | Struc Fabrcatn/Blprnt Rdg | ITEC | 1999-2000 | P | 2008 | 2013-2014 | Y |
| | | | | | | | |
| | **Grand Count** | **258** | | | | | |
| | | | | | | | |
| | **TOTAL OFFERED** | 146 | | | | | |
| | **TOTAL NOT OFFERED** | 112 | | | | | |

Minutes for Ed. Policies meeting 4/9/09

Members present: E. Uyemura, C. Wells, V. Robles, L. Hong, B. Jaffe, K. Beley

1.) BP 4320 Public Performance—approved change from Board Policy to Admin. Procedure after checking with Dean Jim Schwartz. Put in packet for first reading.

2.) BP 4270 Substitute Courses—approved deletion of this policy, since all degrees and transfers now allow a choice of ways to fulfill the health requirement. Put in packet for first reading.

3.) BP 4312 Soliciting Funds—approved deletion of this policy. Put in packet for first reading.

4.) BP 4400 Community Services—approved change from Board Policy to Admin. Procedure, with changes in wording. Put in packet for first reading.

5.) BP 4255 Student Progress Early Alert—did not approve change from BP to AP, with numbering change. Need to check with B. Mulrooney for possible statutory requirements.

6.) BP 4260.1 Prerequisites—looked at CCLC templates and make sure that the revision is compatible with our practice. Break into small BP and large AP. Change numbering. Still need to double check all the wording to be sure it is consistent.

**BOARD POLICY  4270            Substitute Courses for Health Education**

When the parents or guardian of a minor student, or a student over 21 years of age state in writing that a course in community and personal hygiene or health education is contrary to the religious beliefs of the student, the student may be excused from such course and permitted to substitute one of the following courses:

| | | |
|---|---|---|
| Anatomy 32 | Principles of Human Anatomy | 4 semester units |
| Biology 10 | Fundamentals of Biology | 4 semester units |
| Home Economics 17 | Nutrition | 2 semester units |
| Microbiology 33 | General Microbiology | 4 semester units |
| Physiology 31 | Human Physiology | 4 semester units |
| Zoology 1A | General Invertebrate Zoology | 4 semester units |
| Zoology 1B | General Vertebrate Zoology | 4 semester units |
| Zoology 2 | Elements of Zoology | 3 semester units |

Nursing students may meet the health education requirement for graduation by substituting the instruction received in Nursing 1, Nursing 2, and Nursing 4.

Previous Board Policy Number:  6122

**BOARD POLICY 4312** ~~Soliciting Funds from Students~~

~~Once each academic year a general Welfare Drive will be conducted by the students and the money raised distributed to various agencies as determined by the Associated Students Council and approved by the Vice President – Student and Personnel Services.  No other drive for student funds will be permitted unless specifically authorized by action of the Board of Trustees.~~

~~Previous Board Policy and Rules Number:  1423~~

**BOARD POLICY 4320** ~~Public Performances by Students~~

~~Musical and/or other programs may be presented by College performing classes and/or other students for non-college organizations. Requests for such presentations must be approved by the appropriate dean and the instructor in charge of the affected class.~~

~~The College may charge an honorarium for the presentation (s).~~

~~Previous Board Policy Number: 1421~~

**Administrative Procedure 4320** **Public Performance by Students**

Musical or other programs may be presented by College performing classes or other students for non-college organizations. Requests for such presentations must be approved by the appropriate dean and the instructor of the class.

The College may charge an honorarium for the presentation.

This Administrative Procedure replaces BP 4320, Public Performance by Students.

**Board Policy 4400 - Community Services Programs**

~~The District shall maintain a community services program for the purpose of personal and professional development. Such classes shall be designated as community education classes open for admission to all adults. Some classes will be open to age-appropriate minors who can benefit from the program.~~

~~Students registered in community services classes shall be charged a fee not to exceed the cost of maintaining the classes. Community services classes are not for-credit classes.~~

~~Reference:~~
~~Education Code Section 78300~~
~~Administrative Procedure 4400~~


**AP 4400**                                                      **Community Services**

Reference:
*Education Code Section 78300 et seq; Title 5, Sections 55002, 55160(b)*


The College may offer Community Services programs, known as Community Education classes.

Offerings are designed to provide instruction and to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled in them.

Offerings are open to all adults and to age-appropriate minors who may benefit from the classes.

General fund moneys are not expended to establish and maintain Community Education offerings.

Students enrolled in Community Education offerings may be charged a fee not to exceed the cost of maintaining community education classes, or classes may be provided for remuneration by contract, or with contributions or donations of individuals or groups.

Community Education classes are not-for-credit classes.

This Administrative Procedure replaces Board Policy 4400.

# EL CAMINO COLLEGE
## Planning & Budgeting Committee
## Minutes
## Date: April 2, 2009

**MEMBERS PRESENT:**

☐ Jones, Clarissa – ASO                           ☒ Taylor, Susan – ECCFT
☒ Jackson, Tom – Academic Affairs                 ☒ Turner, Gary – ECCE
☐ Reid, Dawn – Student & Community Adv.           ☒ Tyler, Harold – Management/Supervisors
☒ Shenefield, Cheryl – Administrative Svcs.        ☒ Widman, Lance – Academic Senate
☒ Spor, Arvid – Chair

**OTHERS ATTENDING:** Janice Ely, Ken Key, Claudia Lee, Luis Mancia, Jeanie Nishime, Barbara Perez, Emily Rader, Regina Smith

**Handouts:**     2008/09 Fund 15 Reallocation Requests
                  Summarized 2009 Planning Summit Notes
                  2009/10 Tentative Budget Information

The meeting was called to order at 1:00 p.m.

## 2009-10 Budget Assumptions (J. Ely):

*2009-10 Revenue Estimate*
1. Revenue estimates will drive the expenditure budget for the next year. Need to decide FTES estimate to use for next year's revenue estimate. Handout shows different FTES scenarios. 19,305 FTES represents current year or base according to the state. 19,700 FTES is what state funded last year. 20,364 FTES latest number reported by Academic Affairs. 20,500 FTES is enrollment target for 2009-10, but the state may not fund ECC at that level.

*California Community Colleges 2008-09 First Principal Apportionment*
1. Report shows 19,305 FTES as Base Credit and 19,700 as funded FTES. Report will continue to be revised.
2. Growth: Unadjusted growth rate expected to be 5.55%. But constrained growth rate shows state will only fund up to 1.71%. (1.71% x 19,305 FTES = 330 additional FTES). 19,630 FTES (middle column on *2009-10 Revenue Estimate*) or 19,700 FTES may be used to determine amount of revenue the college will receive next year. Will double check with J. Higdon.

*2009-2010 Tentative Budget*
1. Revised 2008-09 Final Budget revenue shows additional state revenue received and not included in last year's ending balance.
2. Last three columns show three different FTES scenarios for the 2009-10 Tentative Budget.
3. Institutional Expenditures: $900,000 budget for GASB under $3M on line 5910 Other Program Services.
4. Department Operational: *2300 Non-Instructional Salaries – Student, P/T* does not reflect 15% budget cut - cut listed under Cabinet Reductions ($450,000).
5. FTES reported to state is used when budgeting revenue. Tentative budget is based on projections at this point.
6. Versions of 2008-09 Revised Final Budget: 1) $3M excess of revenue over expenditures with $4.5M from expected savings and cuts; 2) $1.2M deficit without the $4.5M expected savings and cuts.
7. Would like PBC to recommend which FTES to use to build the tentative budget.

*Assumptions*
1. Shaded areas for discussion or recommendation
    a. Which FTES to use?
    b. Medical benefits – VSP rates set for the next two years; Delta rates maintained.  Question with medical – no change in PPO and small increase in HMO last year. Waiting to hear from benefits committee members after they meet with their constituents.
    c. Utilities – need to increase?
    d. Computer Replacement – keep at same level? Need John Wagstaff to verify if estimates are correct for hardware and software maintenance and computer replacement.
    e. Computer replacement is combination of instructional and administration.
    f. Unexpended 15 funds – put into GASB or general fund?
    g. Keeping Interfund transfer stable except adding $100,000 to fund 61 (Workers' Compensation) and 62 (Property & Liability). Both in deficit right now.
    h. Unexpended moneys from Fund 15 – PBC recommended last year moving to GASB Fund 17.
    i. $2M unspent shows in this year's beginning balance of $13M. Unspent funds are known when books close in the first few weeks in August.
    j. Will hire nine to ten faculty in 2009-10. May not affect expenditure level – replacing same number of retirees with new hires.
    k. Discussion about amount cut from staffing. Planned to cut 30% but changed to 15% because of salary savings from certificated and classified vacant positions. New found monies went back into casual/temporary classified salaries.
    l. Will continue tentative budget discussion at next meeting.

## 2008/09 Fund 15 Reallocation Request:
1. FYE Counseling – budget cut from early round of Fund 15 allocation. BSI is funding half of the amount needed. Requesting $37,500.
2. $15,300 for Admissions hourly to take care of document imaging backlog (transcripts, Ed Plans, rosters). Comment was made that there will always be scanning backlog. Funding would help, but not address the full problem.
3. Allocated $50,000 for the ACCESS center (one-stop in Student Services building), but project placed on hold due to lack of space. $50,000 will go unspent. Would like to re-allocate to cover FYE and Admissions funding requests.
4. PBC recommends moving forward with request.

## Planning Summit Action Items:
1. Re-formatted notes into themes: *Communication, Processes, Involvement*, and *Implementation/Evaluation*. *Action Items* are comments made during session. *Next Steps* are what should be done to address Action Item. *Timeline* activities, for the most part, are in spring. *Assignment* lists who will be involved.
2. Will update PBC every quarter on the status of action items and post information on the Planning & Research web page.
3. Will evaluations be imposed on projects/programs or will projects/programs be able to address it based on their goals and objectives?  A. Spor is currently asking for evaluative update from projects/programs that received fund 15 monies this year and will request an evaluative summary in July. Comment was made that PBC was not involved in the evaluation process.  PBC modified the entire Special Contracts Form including the evaluation piece. The Commission doesn't say how rigorous an evaluation needs to be but asks to show one was done and the results are used in future plans.

4. Last year's Fund 15 Special Contracts form will no longer be used. All requests will now come from Plan Builder, which includes a small evaluative piece for goals and objectives. Who made decision to change process? A. Spor made suggestion using one planning source rather than multiple sources to make it easier to create plans that required funding.
5. Until there is an actual change in how communication takes place and how decisions are made, faculty and staff will not easily buy-in to new processes.
6. The suggestion was made that others can be assigned to Action Items (curriculum review – add faculty i.e. Lars Kjeseth and Dave Vakil).

The next meeting is scheduled on April 16, 2009.

The meeting adjourned at 2:30 p.m.

Note taker:  Lucy Nelson

# EL CAMINO COLLEGE
## Planning & Budgeting Committee
## Minutes
## Date: March 19, 2009

**MEMBERS PRESENT:**

☒ Jones, Clarissa – ASO
☒ Jackson, Tom – Academic Affairs
☒ Reid, Dawn – Student & Community Adv.
☐ Shenefield, Cheryl – Administrative Svcs.
☒ Spor, Arvid – Chair

☒ Taylor, Susan – ECCFT
☒ Turner, Gary – ECCE
☒ Tyler, Harold – Management/Supervisors
☒ Widman, Lance – Academic Senate

**OTHERS ATTENDING:** Francisco Arce, Janice Ely, Jo Ann Higdon, Ken Key, Claudia Lee, Barbara Perez, John Wagstaff

**Handouts:**  2009-2010 Planning & Budget Development Calendar
Program Review Timelines
Summarized 2009 Planning Summit Notes

The March 19, 2009 meeting was called to order at 1:02 p.m.

## Approval of March 5, 2009 Meeting Minutes

Corrections:
1. Page 2, #7, second to the last sentence – change "*legislature*" to "*legislation.*"
2. Page 2, #8 – "ECC's Board of Trustees' code of ethics did not include *what* would happen…"

The March 5, 2009 meeting minutes were approved as amended.

## Budget Update:

1. Email with percentage of budget spent on salaries and benefits sent to members. Thank you to G. Turner for compiling data.
2. TRAN: cash flow projections from Chancellor's office continue to change. Expect re-certification soon. Does not appear we will need TRAN for current year, but almost certain will need it for next year. Won't know amount to request until re-certification. Re-certification is a correction or best estimate based on changes in the budget legislation. ECC does not have cash flow problems now nor will it in the upcoming year. The college will be able to qualify for a TRAN which would take care of any 2009-10 cash flow issues.
3. Funds in the state's PMI Account (where state funds are deposited and withdrawn) are almost dried up. The state will try to float a bond in June for education. K-12 is claiming funding first since it is mandatory education.
4. Please notify if anyone sees changes to PERS/STRS rates.
5. Resolution of the $42B state shortage depends the outcome of the special election. $5M deficit in ECC's budget could grow to $8M - $10M. Will know actual amount six months after books closed. Obama's stimulus package is being carefully reviewed by Chancellor's Office staff. Initial reading indicates not much for community colleges.
6. Do we need to set up irrevocable fund for GASB by June? Need specific rules in place. Heard there is legal opinion that says you can borrow from irrevocable fund. Better for financial statements if irrevocable fund were set up.
7. Don't see preliminary revenue estimates on the Planning & Budget Development Calendar – discussed around January-February timeframe. Will look back on prior year calendars.

**Program Review Timelines:**
1. PBC ongoing responsibilities include oversight and guidance of Program Review, as well as the Comprehensive Master Plan and other planning components. Want to show Accrediting Commission that Program Review is ongoing process. Program review recommendations are embedded within recommendations from VPs for their areas.
2. Discussion about redoing cycles. Problematic for program reviews completed in spring term not in current term. Instead of starting in fall 2010, start spring 2010 to have ready for following year's budget cycle – complete at same time as other Plan Builder prioritizations processes.
3. Authors's of Recommendation 1 Response advocate completing annual updates and incorporate with Plan Builder annual updates.
4. Plan Builder users are currently on a learning curve. Suggestion was made to survey Plan Builder users to see what works and what doesn't work.
5. Suggestion was made for Academic Affairs to start program review process in the fall of the fifth year to be completed by spring.
6. Should post timeline and process on the web.
7. Comment was made that Administrative Services conducted a 'low level' satisfaction survey - need to fine tune for more meaningful data. Administrative Services area prioritizations - vast majority of priorities and objectives can be accomplished without expenditures. Thank Administrative Services managers for their hard work and realizing large funds will not be available for the next few years.
8. Academic Strategies in not under Learning Resources. There is no Academic Strategies department?

**2009-10 Planning & Budget Development Calendar:**
1. Specific dates were added to the Planning & Budget Calendar.
2. Items not on calendar: 1) date for 2008-09 preliminary budget was February 6$^{th}$, 2) 2008-09 budget assumptions by early March. According to one's notes, the 2008-09 budget assumptions were discussed after receiving the preliminary budget. Another believed they were developed in tandem. Preliminary budget was not done for this year because amount we would get from state for the balance of this year and next is still unknown.
3. October-December refers to 2008. Does December 11$^{th}$ refer to 2009 because it looks at plans for 2010-2011? The calendar is meant to be for 2009-10. A. Spor will re-verify dates.
4. Dates should be added to reflect the particular year if calendar is used as a template.
5. Enrollment target of 20,100 FTES for 2010 was determined a few weeks ago at an Enrollment Management meeting.
6. March-April calendar activities do not involve PBC.

**Planning Summit Feedback:**
1. Information from each Planning Summit group's flipcharts was synthesized and grouped into three categories: awareness, change, and broad issues. Feedback is blend of comments from Torrance and Compton locations.
2. Were potential short-term vs. long-term implementation applications incorporated into the summit process? Participants were asked to determine what works well, doesn't work well, and what needs improvement when comparing our planning model to the highest level of the Commission's rubric. Some items are short-term, some long-term.
3. Awareness issues:
   a. Communication – consistently get the word out how the planning process works, the various steps and who is involved. Suggestion was made to include giving every employee access to Plan Builder through managers or ITS. Give updates on implementation and follow-through through area and division councils.

    b.  Use data (Chancellor's office data mart, IR) to make realistic plans, not wish lists.

    c.  Non-budgetary items – many plans do not require new or additional funding.

    d.  Assign responsibility of each goal/objective – whoever creates plan is responsible.

    e.  Names added after each issue on list is responsible for follow-through.

4.  Change issues:

    a.  Where is the budget piece? A. Spor will show how budget fits in Planning and Budgeting calendar.

    b.  SLO and Curriculum not visible on Planning Model – will add more information to planning processes and timelines.

    c.  Evaluation is more ad-hoc than systematic. Need to make stronger evaluation piece without making too rigorous.

    d.  Termination/consolidation of programs: form collaborative group of constituents to discuss development of document/rubric/better-defined process to determine if programs need to be downsized or terminated. Should have priorities for expansion and contraction.

    e.  Communication piece in evaluation and assessment cycle needs improvement. Funding notification doesn't go out beyond PBC and some managers. Notification needs to go to everyone on both campuses who are interested. Compton participants felt most feedback is given after decisions are made. In campus-wide prioritization process, top choices do not always qualify.

The next meeting is scheduled on April 2, 2009.

The meeting adjourned at 2:18 p.m.

Note taker:  Lucy Nelson

A Planning Summit was held on March 13, 2009 to discuss the El Camino College planning structure in relation to the Sustainable Continuous Quality Improvement standard set forth by the Accrediting Commission for Community and Junior Colleges (the Commission).  Participants included faculty, staff, and managers from the College and Center.

The desired outcomes from the summit were phrased as questions: Where are we not meeting the Commission's highest standard; and, what do we need to do to meet or exceed that standard?  Participants were randomly assigned to teams to address both questions with their responses listed below.  Team responses tended to be repeated as the questions were similar.

The following tables were created by themes to show responses to avoid multiple response listings.  Numbers in parenthesis indicate the number of times the comment was listed by teams.

**COMMUNICATION**

| Action Item | Next Steps | Timeline | Assignment |
|---|---|---|---|
| "In-progress" status needs to be communicated on the portal Note: The status of any plan can be accessed Plan Builder | All managers will be instructed to add their employees into Plan Builder | April 2009 - ongoing | All Managers |
| More effective use of the portal and websites to communicate. | A summary of goal achievement will be posted on the portal in February and late August of every year | August 2009 - ongoing | Spor |
| Curriculum review is not up to date | Curriculum review is quickly moving to a 6-year timeline and is fully incorporated into program review | March 2009 - ongoing | Faculty, Division and College Curriculum Committees, Arce |
| Lack of consistency in program review timelines | All program reviews have been placed on a 6-year schedule with programs at the College and Center conducted simultaneously | March 2009 - ongoing | Arce, Cox, Higdon, Nishime, Perez |
| Communicate plan implementation | Division and Area Councils | April 2009 - ongoing | Managers |
| Publicize accomplishments | Newsletters – President, Provost, Research and Planning | March 2009 - ongoing | Spor |
| Not all constituents have an adequate understanding of the process | Presentations have and will be made at the Planning and Budgeting Committee (PBC), Academic Senate, Council of Deans, and Division and Area Councils | February 2009 - ongoing | Spor |
| No explanation of how priorities are set. | Priorities are determined through voting at the Program, Unit (division), and Area levels | March 2009 - ongoing | Managers |
| No implementation of the planning model | The process has been in place for sometime but it has not been referred to as the Planning Model until recently | Spring 2008 - ongoing | Spor |
| Consideration for how plans affect/impact other areas on campus | Plans that could impact others will require Managers to discuss the impact with the other areas | Spring 2009 - ongoing | Managers |

| Find a way to connect ECC and CEC Plan Builder | Both links are posted on the new portal | March 2009 - ongoing | ITS |
|---|---|---|---|

**PROCESSES**

| Action Item | Next Steps | Timeline | Assignment |
|---|---|---|---|
| Need a better process for enhancing existing budgets to meet new demands | Multiple funding sources are now being directed to funding plans in Plan Builder | Spring 2009 - ongoing | Arce, Cox, Higdon, Nishime, Perez |
| No understanding of how plans are adjusted when budgets are tight | Plans need to be adjustable (up or down) to match annual funding irregularities | Spring 2009 - ongoing | Arce, Cox, Higdon, Nishime, Perez |
| Lack of planning linkage and its outcomes to how it improves student learning | All plans require evaluation components which can be linked to student learning | February 2009 - ongoing | Managers, Spor |
| Need to refine further our process of developing planning from program review. | Plans are based upon prioritized Program Review recommendations at the Program level | Spring 2009 - ongoing | Division managers, Spor |
| Need to base program review recommendations on tangible criteria that incorporate the needs of students, the campus, and the community. | Faculty and managers need to critically assess what is needed versus desired to improve the program.  Data is available on the Institutional Research and Planning webpage | Fully implemented spring 2009 | Jaffe, Spor, Arce, Cox, Higdon, Nishime, Perez |
| Allocation of (budget) resources not visible in planning process | The Planning and Budgeting Calendar will be added to the Planning Process document as the timeline drives resource allocation | April 2009 | Spor |
| SLOs not visible on Planning Model | The SLO and Curriculum narratives will be expanded to be more comprehensive. Core Competencies will be added to the Planning Model | April 2009 | Spor / Kjeseth / Simon / Young |
| Evaluation process is more ad-hoc rather than systematic | Plan evaluations are currently set for July and January. They will transition to quarterly reports. | February 2009 - ongoing | Managers, Spor |
| The planning process needs to include institutionalization of successful programs | This change could occur if a similar process were added to combine or eliminate programs in decline. | Researching other models beginning April 2009 | Spor |
| Streamline process for filling | This item will be assessed during the | Late spring | Perez, Arce, Cox, |

| vacant, funded positions | creation of a new Staffing Plan | 2009 | Higdon, Nishime |

## INVOLVEMENT

| Action Item | Next Steps | Timeline | Assignment |
|---|---|---|---|
| Lack of access to or broad participation in Plan Builder | Managers to add all employees into Plan Builder and involve staff and faculty in planning activities | April 2009 - ongoing | Managers |
| Assign responsibility for each goal and objective | Managers are responsible for the plans created at their level (i.e., Program, Unit, Area) | Spring 2008 - ongoing | Managers |

## IMPLEMENTATION / EVALUATION

| Action Item | Next Steps | Timeline | Assignment |
|---|---|---|---|
| Plans lack supporting documentation for requests. | Managers, faculty, and staff should utilize Institutional Research and industry sources when creating plans | Ongoing | Managers, Graff, Spor |
| Availability of raw data for decision-making | Data is available from the Research Office. New reports and web postings will be promoted in the President's and Provost's newsletter, Academic Senate, PBC, and all Councils - Division, Area, and College | Ongoing | Graff, Spor |
| Plans should include non-budgetary items | Many plans do not require funding and are posted in Plan Builder | February 2008 - ongoing | Spor |
| There is a need for a program reduction or termination assessment and process | Create an Ad Hoc group representing all college constituencies. Develop a rubric with ratings for objective assessment of the program | May – fall 2009 | Spor |
| Bond implementation needs to be improved at CEC | Create Educational, Technology, and Facilities Master Plans to guide the process. Post planning agenda status. | Fall 2008 - 2009 | Cox, Spor |
| The Comprehensive Master Plan has components not being evaluated, communicated, or implemented. | Comprehensive Master Plan planning agenda items are tracked and reported to PBC. Updates will be posted to the Research and Planning webpage. | On-going | Spor |
| How are the plans connected to | All components of the Master Plan tie | Ongoing | Spor |

| student success? | into the strategic initiatives which are designed to promote student success. | | |
|---|---|---|---|

The Assessment of Learning Committee Presents:

# Assessment Of Student Learning Week

## April 27-May 1, 2009

| | |
|---|---|
| **Mon., April 27      1:30-3:00pm** | **Library 202** |

**Forms Workshop**
Are you confused about the forms, deadlines, and processes in use for SLOs?  If so, come to this workshop, zen out, and get your questions answered!  Bring your colleagues and the SLOs you're working on now for expert help and advice.

| | |
|---|---|
| **Tues., April 28      12:30-2:00pm** | **Library 202** |

**Forms Workshop** (repeat)

| | |
|---|---|
| **Wed., April 29      2:30-4:00pm** | **Library 202** |

**Evaluating Your Assessment Proposals**
Are you wondering how to tell if the SLO and/or assessment you have written is "good enough"?  Come to this workshop to learn about the "Guidelines for Evaluating Assessment Proposals," under development by the Assessment of Learning Committee.  Bring your colleagues and the SLOs you're currently working on.

| | |
|---|---|
| **Thurs., April 30    12:30-2:00pm** | **Library 202** |

**Evaluating Your Assessment Proposals (repeat)**

| | |
|---|---|
| **Fri., May 1      8:30-1:00pm** | **Distance Education Room (Library Annex)** |

**Training Workshop for Division / Area SLO Committees**
Are you a continuing member, or have you just been asked to become a member of your division's SLO committee? Are you curious about plans and processes in store for the college regarding SLOs and assessments?  Come to this half-day workshop to learn about what's been accomplished, what's currently in process, and what's on the horizon for the college's assessment program. All are welcome, even if you are not currently serving on your area's SLO committee. Lunch will be served!

**Conservative Summary of Progress: Fall 2008**

| Division | # (and %) of Courses with at least one SLO Proposal | # (and %) of Courses with at least one SLO Report (a Complete Assessment Cycle) | Ratio of SLO Proposals to Reports | Programs with complete sets of SLOs |
|---|---|---|---|---|
| B&SS | 68 (49%) | 14 (10%) | 5.00 : 1 | |
| Business | 55 (50%) | 6 (5%) | 9.25 : 1 | |
| Fine Arts | 112 (47%) | 15 (6%) | 7.50 : 1 | |
| HS&A | 101 (50%) | 30 (15%) | 3.50 : 1 | |
| Humanities | 59 (38%) | 7 (5%) | 8.50 : 1 | |
| I&T | 49 (14%) | 11 (3%) | 4.50 : 1 | |
| Math Sci | 16 (40%) | 16 (40%) | 1.00 : 1 | |
| Nat Sci | 29 (32%) | 13 (14%) | 4.75 : 1 | |
| **Inst. Div. Totals** | **489 (36.5%)** | **112 (8.5%)** | **4.50 : 1** | Programs |

**A total of 885 course-level student learning outcome assessment proposals have been submitted, for 489 courses.**

**A total of 139 course-level student learning outcome assessment reports (complete cycles) have been submitted, for 112 courses.**

## ARCC 2009 Report Summary
## El Camino College

The Accountability Report for the Community Colleges (ARCC) provides a series of performance trends for each California community college, including El Camino College and Compton Community Educational Center. The 2009 report shows a mix of improvement and decline among the seven performance indicators for both the College and Center.

### EL CAMINO COLLEGE

The desired goal of a community college is to ensure that students are achieving their goals of degrees, certificates or transfer to 4-year institutions. The Student Progress and Achievement Rate (Table 1.1) attempts to measure the achievement of these goals. This rate has declined slightly across the three years of the study which ends in 2007-08. Changes in the rate could be affected by economic factors, with more students leaving college to seek jobs during the period. Still, ECC remains above the average of peer institutions.

The percentage of students earning at least 30 units is an indicator of students' "staying power" in college and progress towards higher goals. This percentage (Table 1.1a) grew slightly this year over previous years for ECC, inching closer to the peer group average for the indicator.

ECC has historically performed very well in student persistence (Table 1.2), or the percentage enrolled in a second fall term in a community college. This year's report saw a slight dip in this rate, but the College remains near the top of its peer group.

The Successful Course Completion Rate (Tables 1.3 & 1.4) shows the percentage of students who are successful in courses and thus can move on to the next course in the series. ECC continues to show improvement in the rate in terms of vocational courses but experienced a recent decline in the rate for basic skills courses. Reports such as the ARCC bring such changes to the attention of the College. Already, ECC has taken a variety of steps to provide effective academic support for basic skills students.

Finally, the improvement rate measures the percentage of students moving through a course series. The ARCC report highlights improvement rates for ESL and basic skills students. The percentage of successful students who are also successful in the next course in the series has shown great improvement among ESL courses and remained stable in basic skills courses. ECC's ESL improvement is the peer group high and well above state average while basic skills improvement is close to the peer average.

The ARCC also features demographic trends through the most recent three academic years. At ECC, enrollment dipped, then grew during the period. Younger students continued to grow while adult returning students (ages 20-49) declined slightly. Enrollment among most ethnic groups remained stable with the exception of Latino students which grew slightly as a percentage of the student body.

Overall, El Camino College has shown improvement in 3 of the 7 measures while declining in 4. ECC is above average in 3 of the 7 measures when compared to peer colleges similar to ECC.

Many recent initiatives hold promise for improvements in student performance indicators in the years to come.

**COMPTON COMMUNITY EDUCATIONAL CENTER**

Following the 2008 low point in ARCC indicator reporting that coincided with Compton College's loss of accreditation, the 2009 report shows a much larger percentage of students staying in college. For example, the Persistence Rate (Table 1.2) has jumped by nearly 11 percentage points since the previous report.

The Student Progress and Achievement Rate (Table 1.1) showed a slight improvement while the percentage of students earning at least 30 units (Table1.1a) jumped by over 7 points, both despite the fact that these long-term indicators still span the period of accreditation loss. These good results suggest that students are coming back to college after leaving during a time of perceived uncertainty.

Not all short-term indicators are showing improvement, however. Both vocational and basic skills successful course completion rates (Tables 1.3 & 1.4) have shown declines since the previous year. As with the College, declines in success rates will be investigated to determine appropriate remedies for these trends.

Finally, Compton Center still shows very low improvement rates for ESL and basic skills (Table 1.5). However, the three-year time span of the indicator still crosses the period of total curriculum change following partnership with El Camino College, making it more challenging for students with successful course completions under the previous curriculum to transition through ECC courses, especially in ESL where the levels of courses were so different between the two colleges. In the next two ARCC reports, this measure will provide a more realistic evaluation of how well students are succeeding and moving on in English, math and ESL courses.

In terms of demographics, this year's ARCC report reflects the beginning of the recent strong increase in enrollment at Compton Center. The 2007-08 year, however, showed a decline in students aged 19 or less but with a 2-point relative increase in 20-24 year olds. Female students increased slightly as a percentage of the total student body. The percentage of African-Americans and White students grew slightly, while Latino enrollment declined and then remained stable across the three years of the study.

The 2009 ARCC report reflects a Center emerging in both enrollment growth and performance. Despite its continued underperformance, the recent improvements related to earned units, persistence, and progress are a sign of promise of a stronger Compton Community Educational Center in the future.

## QUICK SUMMARY

### ECC – 2009

**Performance Indicators**

Table 1.1: Student Progress and Achievement – above average but declining
Table 1.1a: 30+ Units – below average but improving
Table 1.2: Persistence – above average but slight decline from 2006 to 2007
Table 1.3: Voc Ed Course Success – slight increase but still below average
Table 1.4: Basic Skills Success –major decline (5 points) and below average
Table 1.5: ESL Improvement – large improvement – highest in group!
       Basic Skills Improvement – slight decline and below average
Table 1.6: n/a

**Demographics**

Table 1.7: Strong enrollment increase across the most recent three academic years
Table 1.8: Increase among students aged 19 or less, decline in students ages 20-49
Table 1.9: Slight increase in men; slight decrease in women (typical of a younger student body)
Table 1.10: Little change among most ethnic groups except for Latinos which increased by 1.5 percentage points

### Compton – 2009

**Performance Indicators**

Table 1.1: Student Progress and Achievement – Compton is the peer group low; slight improvement since the previous year.
Table 1.1a: 30+ Units – Peer group low, but dramatic increase (7 points)
Table 1.2: Persistence – Dramatic increase since previous year (11 points)
Table 1.3: Voc Ed Course Success – Moderate decline (3 points) and near the peer group low
Table 1.4: Basic Skills Success – Large decline (5 points), peer group low
Table 1.5: ESL Improvement – Sharp decline (6 points), near bottom of peer group
Table 1.6: n/a

**Demographics**

Table 1.7: Strong increase in enrollment in 2007-08
Table 1.8: Slight decline in 19 or less, 2-point increase in 20-24 year olds.
Table 1.9: Slight increase in women; male enrollment was flat
Table 1.10: African-Americans and White students up slightly; Latino enrollment is flat compared to previous year.

## An Introduction to the College Level Indicators

As of this report, we have partial or complete CDCP data for 32 community colleges/schools of continuing education. See Appendix B for a description of the methodology used to obtain data and calculate progress rates for the CDCP indicator and a list of the colleges with CDCP data available for this report.

Given that the CDCP data collection is still in its early stages, there will be no peer grouping for this indicator in the 2009 ARCC. However, colleges with CDCP funding should consider CDCP performance when they prepare their self-assessments for the final ARCC report.

Adding the CDCP Progress and Achievement Rate to the ARCC report also meant adding CDCP performance data and demographic data for schools of continuing education (e.g., Marin Community Education, San Francisco Continuing Education, San Diego Continuing Education, etc.). Because they do not offer programs measured by the other ARCC indicators, Tables 1.1 through 1.5 and Table 1.11 are marked with "NA" (Not Applicable) for schools of continuing education. We have included demographic data for these schools in Tables 1.7 through 1.10.

Blank page inserted for reproduction purposes only.

## Student Progress and Achievement:  Degree/Certificate/Transfer

**Table 1.1:**
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years:  Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status.  (See explanation in Appendix B.)

| | 2000-2001 to 2005-2006 | 2001-2002 to 2006-2007 | 2002-2003 to 2007-2008 |
|---|---|---|---|
| **Student Progress and Achievement Rate** | 29.6% | 24.9% | 25.7% |

**Table 1.1a:**
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.  (See explanation in Appendix B.)

| | 2000-2001 to 2005-2006 | 2001-2002 to 2006-2007 | 2002-2003 to 2007-2008 |
|---|---|---|---|
| **Percent of Students Who Earned at Least 30 Units** | 55.4% | 54.1% | 61.2% |

**Table 1.2:**
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system.  (See explanation in Appendix B.)

| | Fall 2004 to Fall 2005 | Fall 2005 to Fall 2006 | Fall 2006 to Fall 2007 |
|---|---|---|---|
| **Persistence Rate** | 54.1% | 34.4% | 45.2% |

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

**Page 181**

1102 Q Street    Sacramento, California 95811-6539    www.cccco.edu
Acadcemic Senate of El Camino College

State of California
Page 56 of 107

**Compton Community Educational Center**

**El Camino Community College District**

**College Performance Indicators**

## Student Progress and Achievement: Vocational/Occupational/Workforce Development

**Table 1.3:**
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

|  | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|
| **Annual Successful Course Completion Rate for Vocational Courses** | 68.5% | 69.9% | 67.1% |

## Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

**Table 1.4:**
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

|  | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|
| **Annual Successful Course Completion Rate for Basic Skills Courses** | 61.8% | 51.5% | 46.2% |

**Table 1.5:**
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

|  | 2003-2004 to 2005-2006 | 2004-2005 to 2006-2007 | 2005-2006 to 2007-2008 |
|---|---|---|---|
| **ESL Improvement Rate** | 19.0% | 23.2% | 17.3% |
| **Basic Skills Improvement Rate** | 41.1% | 35.1% | 39.2% |

**Table 1.6:**
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

|  | 2003-2004 to 2005-2006 | 2004-2005 to 2006-2007 | 2005-2006 to 2007-2008 |
|---|---|---|---|
| **CDCP Progress and Achievement Rate** | .% | .% | .% |

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

**Page 182**

## Compton Community Educational Center
### El Camino Community College District

## College Profile

**Table 1.7:**
Annual Unduplicated Headcount and
Full-Time Equivalent Students (FTES)

| | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|
| **Annual Unduplicated Headcount** | 10,246 | 6,726 | 7,683 |
| **Full-Time Equivalent Students (FTES)\*** | 4,314 | 2,695 | 3,347 |

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

\*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

**Table 1.8:**
Age of Students at Enrollment

| | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|
| **19 or less** | 35.6% | 29.2% | 28.5% |
| **20 - 24** | 19.9% | 24.7% | 26.7% |
| **25 - 49** | 39.0% | 40.4% | 39.4% |
| **Over 49** | 5.4% | 5.5% | 5.5% |
| **Unknown** | 0.1% | 0.1% | 0.0% |

Source: Chancellor's Office, Management Information System

**Table 1.9:**
Gender of Students

| | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|
| **Female** | 62.7% | 63.6% | 65.1% |
| **Male** | 36.7% | 34.5% | 34.6% |
| **Unknown** | 0.6% | 2.0% | 0.2% |

Source: Chancellor's Office, Management Information System

Chancellor's Office
California Community Colleges

**Page 183**

1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu
Acadcemic Senate of El Camino College

State of California
Page 58 of 107

**Compton Community Educational Center**

**El Camino Community College District**

**College Profile**

**Table 1.10:**
Ethnicity of Students

| | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|
| **African American** | 47.8% | 48.3% | 49.2% |
| **American Indian/Alaskan Native** | 0.2% | 0.2% | 0.2% |
| **Asian** | 2.3% | 2.9% | 3.0% |
| **Filipino** | 0.6% | 1.8% | 1.9% |
| **Hispanic** | 44.8% | 36.6% | 36.8% |
| **Other Non-White** | 1.3% | 1.2% | 1.2% |
| **Pacific Islander** | 0.5% | 1.0% | 1.4% |
| **Unknown/Non-Respondent** | 1.5% | 6.1% | 3.6% |
| **White Non-Hispanic** | 1.0% | 1.8% | 2.7% |

Source:  Chancellor's Office, Management Information System

Chancellor's Office
California Community Colleges

1102 Q Street    Sacramento, California 95811-6539    www.cccco.edu
Acadcemic Senate of El Camino College

State of California

## Compton Community Educational Center

**El Camino Community College District**

## College Peer Grouping

**Table 1.11:** Peer Grouping

|   | Indicator | College's Rate | Peer Group Average | Peer Group Low | Peer Group High | Peer Group |
|---|-----------|----------------|--------------------|----------------|-----------------|------------|
| A | Student Progress and Achievement Rate | 25.7 | 42.0 | 25.7 | 52.6 | *A6* |
| B | Percent of Students Who Earned at Least 30 Units | 61.2 | 69.6 | 61.2 | 78.3 | *B3* |
| C | Persistence Rate | 45.2 | 60.2 | 42.8 | 77.7 | *C1* |
| D | Annual Successful Course Completion Rate for Credit Vocational Courses | 67.1 | 74.5 | 67.0 | 85.4 | *D2* |
| E | Annual Successful Course Completion Rate for Credit Basic Skills Courses | 46.2 | 49.9 | 46.2 | 54.3 | *E6* |
| F | Improvement Rate for Credit Basic Skills Courses | 39.2 | 48.3 | 31.4 | 64.6 | *F1* |
| G | Improvement Rate for Credit ESL Courses | 17.3 | 53.6 | 15.7 | 75.0 | *G3* |

Note:  Please refer to Appendices A and B for more information on these rates.  The technical details of the peer grouping process are available in Appendix D.

Chancellor's Office
California Community Colleges

1102 Q Street    Sacramento, California 95811-6539    www.cccco.edu

State of California

## Compton Community Educational Center

### El Camino Community College District

### College Self-Assessment

El Camino College has provided a variety of educational opportunities at its Compton Community Educational Center (Compton Center) since August 2006. Located in southern Los Angeles County, about a 10-minute drive east from El Camino College's main campus, Compton Center sits on an 83-acre campus and serves a population consisting primarily of the African-American and Latino communities of Carson, Compton, Lynwood, Paramount and surrounding areas.

Due to recent challenges leading to the loss of its accreditation, the former Compton College experienced a sharp enrollment decline in 2006-07. However, enrollment increased dramatically in 2007-08, growing by nearly 1,000 students over the previous year. This increase occurred mostly among women and working adults (ages 25-49). A variety of recruitment efforts are underway to attract more male and traditional college-aged students to the campus.

In terms of academic performance, Compton Center rebounded from last year's low point on a variety of measures. Although representing the peer group low, the Center improved its performance modestly on the Student Progress and Achievement Rate. In addition, the percentage of students earning 30 units or more increased by 7 percentage points. Persistence also rebounded, with a much larger percentage of Fall 2006 Compton Center students persisting to Fall 2007—an 11-point gain from the previous year!

Successful course completion in vocational and basic skills courses declined, however. The increase in working adults who often return to college with competing priorities may be a contributing factor. In concert with the main campus, Compton Center is focusing efforts on successful strategies to assist students moving through vocational and basic skills courses. For example, a faculty member with reassigned time has been appointed as the Basic Skills Coordinator to direct the student experience in the Basic Skills area.

ESL improvement rates remain low for at least two reasons. First, the ESL Improvement Rate indicator still spans the period of transition from Compton College to El Camino College curriculum as the right "mix" of courses was developed for Compton. Second, the population of students who enrolls in ESL courses at Compton Center is very different from that at El Camino College and thus requires additional courses not offered at ECC. Low enrollments during the early years of the partnership also prevented students from advancing to higher level courses unless they attended another institution, a tall order for persons of limited English ability. Nonetheless, El Camino College Compton Center acknowledges the need to focus efforts on improvement rates both for ESL and basic skills courses.

In a national survey administered in 2007-08, students rated Compton Center highly on a variety of engagement measures including academic and collaborative learning and student-faculty interaction. Students also valued important infrastructure and services such as computer and skills labs and academic counseling. Despite its continued underperformance, the recent improvements are a sign of promise for stronger performance to come at Compton Community Educational Center.

Chancellor's Office
California Community Colleges

**Page 186**

1102 Q Street    Sacramento, California 95811-6539    www.cccco.edu    State of California
Acadcemic Senate of El Camino College    Page 61 of 107

## El Camino College
**El Camino Community College District**

### College Performance Indicators

## Student Progress and Achievement:  Degree/Certificate/Transfer

**Table 1.1:**
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years:  Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status.  (See explanation in Appendix B.)

|  | 2000-2001 to 2005-2006 | 2001-2002 to 2006-2007 | 2002-2003 to 2007-2008 |
|---|---|---|---|
| **Student Progress and Achievement Rate** | 51.1% | 49.7% | 48.8% |

**Table 1.1a:**
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.  (See explanation in Appendix B.)

|  | 2000-2001 to 2005-2006 | 2001-2002 to 2006-2007 | 2002-2003 to 2007-2008 |
|---|---|---|---|
| **Percent of Students Who Earned at Least 30 Units** | 68.4% | 68.0% | 69.3% |

**Table 1.2:**
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system.  (See explanation in Appendix B.)

|  | Fall 2004 to Fall 2005 | Fall 2005 to Fall 2006 | Fall 2006 to Fall 2007 |
|---|---|---|---|
| **Persistence Rate** | 74.6% | 75.4% | 74.0% |

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

**Page 247**

1102 Q Street    Sacramento, California 95811-6539    www.cccco.edu
Acadcemic Senate of El Camino College

State of California
Page 62 of 107

## El Camino College
**El Camino Community College District**

### College Performance Indicators

## Student Progress and Achievement:  Vocational/Occupational/Workforce Development

**Table 1.3:**
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

| | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|
| **Annual Successful Course Completion Rate for Vocational Courses** | 70.6% | 71.1% | 71.6% |

## Pre-Collegiate Improvement:  Basic Skills, ESL, and Enhanced Noncredit

**Table 1.4:**
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

| | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|
| **Annual Successful Course Completion Rate for Basic Skills Courses** | 57.1% | 58.7% | 53.8% |

**Table 1.5:**
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

| | 2003-2004 to 2005-2006 | 2004-2005 to 2006-2007 | 2005-2006 to 2007-2008 |
|---|---|---|---|
| **ESL Improvement Rate** | 73.7% | 68.0% | 79.2% |
| **Basic Skills Improvement Rate** | 48.4% | 47.8% | 47.2% |

**Table 1.6:**
Career Development  and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

| | 2003-2004 to 2005-2006 | 2004-2005 to 2006-2007 | 2005-2006 to 2007-2008 |
|---|---|---|---|
| **CDCP Progress and Achievement Rate** | .% | .% | .% |

Blank cell (% only)  = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

**Page 248**

1102 Q Street    Sacramento, California 95811-6539    www.cccco.edu

State of California

Acadcemic Senate of El Camino College

Page 63 of 107

## El Camino College
### El Camino Community College District

### College Profile

**Table 1.7:**
Annual Unduplicated Headcount and
Full-Time Equivalent Students (FTES)

|  | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|
| **Annual Unduplicated Headcount** | 36,211 | 35,652 | 39,388 |
| **Full-Time Equivalent Students (FTES)*** | 18,228 | 19,312 | 19,337 |

Source:  The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System.  The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

**Table 1.8:**
Age of Students at Enrollment

|  | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|
| **19 or less** | 31.0% | 31.4% | 32.8% |
| **20 - 24** | 31.1% | 31.6% | 30.9% |
| **25 - 49** | 32.4% | 31.8% | 30.8% |
| **Over 49** | 5.6% | 5.3% | 5.5% |
| **Unknown** | 0.0% | 0.0% | 0.0% |

Source:  Chancellor's Office, Management Information System

**Table 1.9:**
Gender of Students

|  | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|
| **Female** | 55.3% | 54.8% | 54.4% |
| **Male** | 44.6% | 45.2% | 45.5% |
| **Unknown** | 0.1% | 0.0% | 0.0% |

Source:  Chancellor's Office, Management Information System

Chancellor's Office
California Community Colleges

**Page 249**

1102 Q Street    Sacramento, California 95811-6539    www.cccco.edu
Acadcemic Senate of El Camino College

State of California
Page 64 of 107

## El Camino College
### El Camino Community College District

### College Profile

**Table 1.10:**
Ethnicity of Students

| | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|
| **African American** | 19.9% | 19.4% | 19.4% |
| **American Indian/Alaskan Native** | 0.5% | 0.4% | 0.5% |
| **Asian** | 14.7% | 14.2% | 13.9% |
| **Filipino** | 3.8% | 3.7% | 4.0% |
| **Hispanic** | 29.5% | 30.8% | 31.0% |
| **Other Non-White** | 1.8% | 1.9% | 1.9% |
| **Pacific Islander** | 0.9% | 0.9% | 1.0% |
| **Unknown/Non-Respondent** | 8.5% | 8.4% | 8.5% |
| **White Non-Hispanic** | 20.4% | 20.2% | 19.9% |

Source: Chancellor's Office, Management Information System

Chancellor's Office
California Community Colleges

**Page 250**

1102 Q Street    Sacramento, California 95811-6539    www.cccco.edu
Acadcemic Senate of El Camino College

State of California
Page 65 of 107

## El Camino College
**El Camino Community College District**

## College Peer Grouping

**Table 1.11:** Peer Grouping

|   | Indicator | College's Rate | Peer Group Average | Peer Group Low | Peer Group High | Peer Group |
|---|-----------|----------------|--------------------|----------------|-----------------|------------|
| A | Student Progress and Achievement Rate | 48.8 | 47.7 | 41.4 | 55.6 | A1 |
| B | Percent of Students Who Earned at Least 30 Units | 69.3 | 73.9 | 67.9 | 82.7 | B4 |
| C | Persistence Rate | 74.0 | 69.3 | 53.8 | 80.6 | C3 |
| D | Annual Successful Course Completion Rate for Credit Vocational Courses | 71.6 | 74.5 | 67.0 | 85.4 | D2 |
| E | Annual Successful Course Completion Rate for Credit Basic Skills Courses | 53.8 | 59.1 | 48.6 | 65.7 | E5 |
| F | Improvement Rate for Credit Basic Skills Courses | 47.2 | 48.3 | 31.4 | 64.6 | F1 |
| G | Improvement Rate for Credit ESL Courses | 79.2 | 58.4 | 33.1 | 79.2 | G5 |

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

Chancellor's Office
California Community Colleges

**Page 251**

1102 Q Street    Sacramento, California 95811-6539    www.cccco.edu

State of California

Acadcemic Senate of El Camino College

Page 66 of 107

## El Camino College
**El Camino Community College District**

## College Self-Assessment

Located in southwest Los Angeles County, El Camino College (ECC) serves a large, urban population at its main campus in Torrance as well as its center in Compton which opened in fall 2006.  The College's service area is diverse and vibrant with a growing Latino community.  ECC likewise has experienced continued growth in its Latino student population, the largest single ethnic group.

El Camino College provides comprehensive educational opportunities, serving career-oriented, vocational and transfer students. ECC offers hundreds of programs and numerous majors across eight academic divisions along with abundant opportunities for student involvement. ECC is among the top California transfer colleges.

Enrollment at ECC rebounded in 2007-08, with a 3,000-student jump in headcount.  The percentage of younger students (19 or less) grew more than the working adult populations.

In terms of ARCC performance indicators, the most recent year shows increases across three measures, declines on two measures and stable rates for two others.  The Student Progress and Achievement Rate has declined but remains above the peer group average.  The percentage of students with 30 or more units increased last year but is below the peer average.  Efforts are currently underway to address potential barriers such as class schedule conflicts and sufficient offerings in gateway courses.

Persistence of ECC students remains well above its peers.  Vocational course success grew slightly but is lower than other peers.  Retention strategies implemented recently for traditional and vocational students such as a new student welcome day, learning communities and interactive classroom technologies have already contributed to increased student engagement and chances for success.

Basic skills course success is down in the current year and is below the group average.  More than one-third of ECC students place into basic skills English or math courses.  ECC has taken a variety of steps to provide effective academic support for these students.   The Basic Skills Task Force supports the application of best practices in basic skills and some approaches have already been implemented.  In addition, a large-scale computer lab and learning support center for basic skills students is part of the new Learning Resources Center.  A new Humanities building supports students with "smart classrooms" and additional lab facilities.  These and other efforts should help improve ECC's performance on basic skills measures in the future.

Finally, ESL course improvement experienced an 11-point jump in the most recent year.  ECC is also the peer group high on this measure.  ESL faculty have been very involved in setting and evaluating student learning outcomes in their courses.  Their efforts may be paying off with better performance rates and progress into higher courses.

In a national survey administered in 2007-08, students ranked ECC above average on academic challenge, active and collaborative learning and support for learners.  Students were also highly favorable towards their relationships with faculty.  Support programs that received high marks included English and math skills labs, computer labs and academic counseling.  ECC prides itself on being an institution of strong academic rigor and high-quality student support.

Chancellor's Office
California Community Colleges

**Page 252**

1102 Q Street    Sacramento, California 95811-6539    www.cccco.edu
Acadcemic Senate of El Camino College

State of California
Page 67 of 107

# Focus On Results

**Accountability Reporting for the California Community Colleges**

A Report to the Legislature,
Pursuant to AB 1417
(Pacheco, Stat. 2004, Ch. 581)

California Community Colleges Chancellor's Office

**Jack Scott,** Chancellor

**Patrick Perry,** Vice Chancellor
*Technology, Research, and Information Systems*

March 31, 2009

(intentionally left blank for production purposes)

# California Community Colleges Chancellor's Office

## Members of the Board

Geoffrey Baum

Barbara Davis-Lyman

Benita D. Haley

Scott Himelstein

Lance T. Izumi

Kristin Jackson Franklin

Pauline Larwood

Deborah Malumed

Robert McDonald

Alice Perez

Gary Reed

Carolyn Russell

J. Alfred Smith, Sr.

Tanna Thomas

## Officers of the Board

Lance T. Izumi
President

Deborah Malumed
Vice President

Carolyn Russell
CPEC Representative

Pauline Larwood
CPEC Alternate

## Chancellor's Office

Jack Scott
Chancellor

Morgan Lynn
Executive Vice Chancellor of Programs

Steven Bruckman
Executive Vice Chancellor of Operations and General Counsel

Carole Bogue-Feinour
Vice Chancellor for Academic Affairs

Marlene Garcia
Vice Chancellor for Governmental Relations

Linda Michalowski
Vice Chancellor for Student Services and Special Programs

Jose Millan
Vice Chancellor for Economic and Workforce Development

Patrick Perry
Vice Chancellor for Technology, Research, and Information Systems

Erik Skinner
Vice Chancellor for Fiscal Policy

Blank page inserted for reproduction purposes only.

**Table of Contents**

**College Performance Indicators and Profile Summary
(Alphabetical by College)**

**viii**

## Appendices

Blank page inserted for reproduction purposes only.

x

# Executive Summary

**Introduction**

In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges (CCC). That legislation and ensuing budget action authorized the California Community Colleges Chancellor's Office (CCCCO) to design and implement a performance measurement system that contained performance indicators for the system and its colleges. As per legislative intent, the CCCCO collaborated with the system's colleges and advisory structure, a panel of national experts, the Legislative Analyst's Office, the Department of Finance, and the Secretary of Education to formulate this comprehensive system that has become known as "ARCC" (Accountability Reporting for the Community Colleges). In recognizing that the initial report in 2007 required the CCCCO to test innovative ideas about performance measurement and to use a massive state database, the CCCCO completed the 2007 ARCC report as a pilot report for the Legislature. The 2009 ARCC report builds upon the prior reports through various improvements in data quality and a new year of data.

**Systemwide Performance**

This report will benefit policy makers by detailing many of the critical contributions that the California Community Colleges have made in recent years. The most notable findings at the state level include the following:

- Community college students who earned a vocational degree or certificate in 2002-2003 year saw their wages jump from $28,087 (for the last year before receipt of the award) to $55,828 three years after earning their degree (2006), an increase of 98.6%.

- A large number of Californians access and use the CCC system; participation rates are high, with 75 out of every 1,000 people in the state enrolled in a CCC in 2007-2008.

- The system enrolls more than one-fourth of all 20- to 24-year olds in California, with participation rates of 272.6 per 1,000 for 2007-2008.

- In 2007-2008, the system transferred 106,666 students to four-year institutions (public, private, in-state, and out-of-state).. The California State University (CSU) system continues as the most frequent transfer destination for community college students with the enrollment of 54,971 students from the community colleges. Nearly 14,000 community college students enrolled in the University of California (UC) system, the state's most selective public higher education system. This figure continues a four-year trend of increasing transfers to the UC system.

- Transfers during 2007-2008 to in-state-private institutions and all out-of-state institutions account for 23,322 and 13,755 transfers, respectively.

# Executive Summary

- In 2007-2008, the system contributed to the state's critical health care labor force, as more than 8,200 students earned degrees or certificates in nursing.

- The system's contribution in 2007-2008 to the state's workforce included more than 63,468 associate degrees and certificates in vocational/occupational areas.

**College Level Performance**

The bulk of the ARCC report covers each college's performance on eight critical indicators.

The table below lists the seven indicators for which ARCC has complete data. These numbers are percentages of success among target populations that the colleges and the CCCCO jointly defined. As a quick snapshot of how the system has done on these indicators, this table displays the figures for the year in which the most recent data are available. If a person needs to analyze the performance of a specific community college, he/she should refer to the individual college rates that appear in the section for "College Level Indicators" rather than to these systemwide rates.

| College Level Performance Indicator | State Rate |
|---|---|
| 1. Student Progress & Achievement | 51.8% |
| 2. Completed 30 or More Units | 71.2% |
| 3. Fall to Fall Persistence | 69.2% |
| 4. Vocational Course Completion | 77.7% |
| 5. Basic Skills Course Completion | 60.5% |
| 6. ESL Course Improvement | 50.1% |
| 7. Basic Skills Course Improvement | 51.2% |

Because the ARCC indicators have unique definitions, we cannot compare these indicators to those generated for other states or by other studies of the California Community Colleges. The evaluation of individual college performance requires the use of the extensive tabulations that we cover next.

Each of the community colleges covered in this report has six pages of information to facilitate and stimulate discussions about college performance within each community. In these six pages per college, the report shows (1) the three-year trend for each of the

**xii**

# Executive Summary

seven indicators; (2) the college profile (i.e., its enrollment demographics); (3) a comparison of its performance with a peer group (i.e., colleges that have similar environments that affect an indicator); and (4) a self-assessment by each college. Together, this information provides readers with a fair and comprehensive picture of the achievements at any community college—a picture that simple scorecards or rankings would fail to present.

The ensemble of information in the six pages must act jointly as the inputs for any evaluation of a college's performance. Each piece of information contributes something to an evaluation of performance. For example, the year-to-year information alerts us to any trends that may be occurring at a college. The peer grouping information gives us a useful base of comparison (across equally advantaged institutions) for the most recent time period. The college's self-assessment substantially enhances both the year-to-year information and the peer group information by identifying the unique factors of a college that affect its performance. The college demographic profile, in turn, supplies a unique snapshot of the college's service population, information that local officials can use to evaluate community access and the overall enrollment picture.

These six pages for each college deliver the essence of the ARCC's objective for local accountability. Ideally, each college's local governing board and local community will use this package of information for data-based policy discussions. This strategy will benefit communities throughout the state because it equips them with data to address their local priorities. To ensure that this process occurs in each community, the legislation for ARCC requires each college to submit to the CCCCO by March 15, 2010, documentation of interaction by each local board of trustees with the 2009 ARCC report.

## Conclusion
This third year of the ARCC effort improves the annual report that provides the State Legislature and the Governor's Office an ongoing, cost-effective structure for performance improvement that respects and promotes local decision-making. All of the state's community colleges have already shared the 2008 report with their own local board of trustees, as required by law, and many college administrations have subsequently begun analyses to leverage the data and findings in the ARCC project. With this second report, the ARCC project continues to further the state's mission in higher education by enabling and prompting college efforts to promote student success.

Blank page inserted for reproduction purposes only.

# Introduction to the 2009 ARCC Report

**Background**

This report on a set of performance indicators for the California Community Colleges (CCC) meets a legislative requirement that resulted from Assembly Bill 1417 (Pacheco, Statutes of 2004, Chapter 581). The details of the legislation appear in Appendix F of this report. For clarity's sake, we have named this reporting system *Accountability Reporting for the Community Colleges* (or *ARCC*). The report itself has the title of "Focus On Results." As required by the Legislature, the CCC Chancellor's Office (CCCCO) will produce this report each year and disseminate it so that each college will share it with its local board of trustees. The Chancellor's Office will also make the report available to state government policymakers and the public at large.

The report's objectives are to make policymakers, local college officials, and elected boards aware of system and college performance in specific areas of effort and to inform the public about overall system performance. Readers will observe that the 2009 report continues to cover noncredit courses as required by Senate Bill 361 (Scott, Statutes of 2006, Chapter 631). Again, this coverage of noncredit outcomes only extends across courses designated as part of the "Enhanced Noncredit" funding. For clarity, this report refers to this group of noncredit courses as CDCP (an acronym for the objective known as Career Development and College Preparation). Readers who want additional details on CDCP performance should refer to a supplemental report that the ARCC staff produce as a follow-up to *Focus On Results*. The CCCCO will issue this supplemental report after it has released *Focus On Results* because of scheduling and resource limitations.

*Focus On Results* drew upon the contributions of many parties. The framework for ARCC used the expertise of a team of researchers from the Research and Planning Group for the California Community Colleges (i.e., the RP Group), a panel of nationally recognized researchers on college performance, a statewide technical advisory workgroup, and staff at the Chancellor's Office. In Appendix H we list the individuals who played these important roles in helping to formulate the ARCC.

**How to Use This Report**

We acknowledge that a variety of people will see this report, and we recognize that these individuals will differ widely in their reading objectives and in their familiarity with the report's topic. With this in mind, we have tried to design the report so that policy makers at both the state and local levels will have a clear presentation of essential performance indicators for the system and for each community college within it. The body of the report emphasizes tables of summary data that provide snapshots of system and college level performance. Readers should read the brief introductions to each of these sections (system and college level) to understand their contents. These introductions cover the framework for ARCC, and they should help most readers to understand the performance indicators cited in this report. Appendix E, which presents a short list of terms and abbreviations, may also help the general reader.

We recognize that researchers, analysts, and college officials will require documentation of the methodology for the performance indicators in this report. Such technical details appear in three of the appendices. Appendix B (methods for calculating the indicators), Appendix C (regression analyses for the peer grouping), and Appendix D (cluster analyses for the peer grouping) specifically address methodological issues, and they tend to require technical knowledge on the part of the reader.

## Introduction to the 2009 ARCC Report

The report's first section covers the system's overall performance over time, and this will help readers to see the broad context of the system's performance. The section that follows system performance presents specific information for each college. The first two pages of college-level tables display how that college performed over time on eight basic indicators. The year-to-year figures for these performance indicators should give readers a good idea of how any given college has done during the past few years, especially in terms of its progress in areas that are generally recognized as critical in community colleges.

The third and fourth pages for each college display basic demographic data for the college's enrollment. This information will help readers understand the student population served by that college. For many readers, such information can indicate relevant aspects of a college's effectiveness (i.e., who does the college serve?), plus it can provide additional context for the reported performance indicators.

The fifth page for each college shows the "peer grouping" information for the college. On this page, readers will find a comparison of a college's performance on each of the seven indicators. For each performance indicator, we have performed a statistical analysis (peer grouping) to identify other California Community Colleges that most closely resemble the college in terms of environmental factors that have linkage to (or association with) the performance indicator. Interested readers should refer to Appendix A to see the names of the colleges that comprise each peer group. We emphasize that the peer group results are rough guides for evaluating college level performance because each college may have unique local factors that we could not analyze statistically for the peer group identification. Because the data from the colleges may have changed since the analysis shown in the 2008 report, colleges may fall into new peer groups in this report. The developmental nature of the indicator for CDCP (or Enhanced Noncredit) courses again compels us to omit college peer-grouping for this indicator.

The sixth page for a college shows that college's own self-assessment, and this brief statement from the college administration may note, among other things, such unique factors that our statistical analysis may have missed. Therefore, readers should carefully review this self-assessment because it may help to explain the performance figures for a college. The ARCC staff in the Chancellor's Office do not edit these self-assessments from the college administrators, and the only requirement for the content is that it stay within a 500-word limit. Because the word limit forces the self-assessment to focus upon a few basic points, some readers may wish to follow-up with a college that may have other analyses or data that it could not include in the ARCC's brief self-assessment.

The best use of this report will require the integration of information from various parts of the report. Judgments about the performance of any particular college should especially pay attention to the sections on year-to-year performance, peer group comparison, enrollment demographics, and the college self-assessment. A focus upon only one of these pieces of information will probably provide an incomplete evaluation of college performance, and this may lead one to make unfair judgments about an institution. Consequently, we hope that users of this report maintain this multi-dimensional viewpoint (from the different report sections) as they draw their conclusions or as they communicate about the report to other people.

## Introduction to the 2009 ARCC Report

The 2009 report will contain numerous data changes for past data as well as new data for the most recent academic year. For this reason, analysts should rely primarily upon the 2009 report instead of data from prior ARCC reports. The Chancellor's Office MIS (Management Information System) unit has continued to implement various data improvements that are virtually impossible to complete within a narrow time frame.

Recognizing how important it is to have accurate data, the Chancellor's Office MIS unit offered college districts the opportunity to review and correct their historical course data. In October of 2006, this unit launched a statewide project to clean-up course data that had been reported to the COMIS (Chancellor's Office MIS) system over the years. In conjunction with the clean-up project, much more stringent data quality requirements were implemented especially for basic skills courses. The official course clean-up project concluded in October 2007, but the review and correction process is ongoing. The MIS unit installed a course master file process that allows the colleges to correct their course data whenever they discover a problem. TOP code (CB03), Basic skills status (CB08), and Prior to College Level (CB21) are three COMIS data elements critical to Basic Skills courses. These three data elements are continually being reviewed and corrected by the colleges. As a result of these efforts, data for a performance indicator in the 2009 ARCC report will differ from the figures for the corresponding indicator that appeared in the 2008 ARCC Report.

Additional information about ARCC is available at the following website:
http://www.cccco.edu/OurAgency/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx

If you have any questions or comments about the report, please e-mail them to: arcc@cccco.edu.

Blank page inserted for reproduction purposes only.

# ARCC 2009 Report:
## An Introduction to the Systemwide Indicators

The Accountability Reporting for the Community Colleges (ARCC) framework specifies that community college performance data should be aggregated, analyzed, and reported at two levels: the individual college level (college level indicators) and across the community college system (systemwide indicators).

Tables 1 through 18 and Figures 1 through 6 in the following section of the ARCC report present results for the seven performance indicators chosen for **systemwide** accountability reporting, organized into four major categories:

- Student Progress and Achievement – Degree/Certificate/Transfer
- Student Progress and Achievement – Vocational/Occupational/Workforce Development
- Pre-Collegiate Improvement – Basic Skills and ESL
- Participation Rates

The seven performance indicators presented in this section are:

1. The annual number and percentage of baccalaureate students graduating from UC and CSU who attended a California Community College
2. The annual number of Community College transfers to four-year institutions
3. The transfer rate to four-year institutions from the California Community College System
4. The annual number of degrees/certificates conferred by vocational programs
5. The increase in total personal income as a result of receiving a vocational degree/certificate
6. The annual number of basic skills improvements
7. Systemwide participation rates (by selected demographics).

The Data Sources and Methodology for each of the indicators can be found in Appendix B.

The time periods and data sources differ across performance indicators so it is important to pay attention to the dates and information specified in the column headings and titles for each table or figure.

We updated the wage data presented in Figures 6a to 6c and Tables 12a to 12c. The systemwide participation rate is now based on data from the Chancellor's Office Data Mart.

Note that these systemwide indicators are not simply statewide aggregations of the college level indicators presented elsewhere in this report. Some systemwide indicators cannot be broken down to a college level or do not make sense when evaluated on a college level. For example, students may transfer or attend courses across multiple community colleges during their studies and their performance outcomes must be analyzed using data from several community colleges rather than from an individual college.

Blank page inserted for reproduction purposes only.

## Student Progress and Achievement:  Degree/Certificate/Transfer

**Figure 1:**

Annual Number of California State University (CSU) and University of California (UC) Baccalaureate Students from 2002-2003 to 2007-2008 Who Attended a California Community College (CCC)



**Year Graduated From CSU or UC**
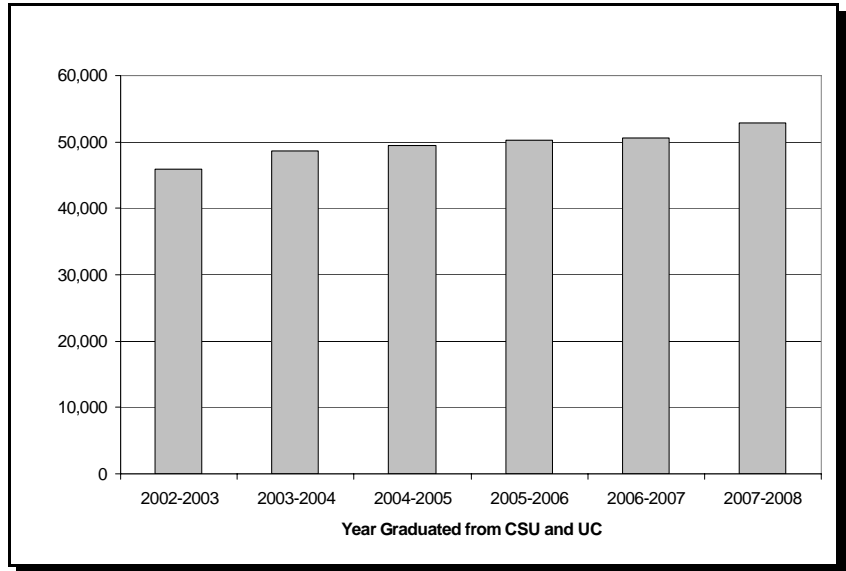
**Table 1:**

Annual Number of California State University (CSU) and University of California (UC) Baccalaureate Students from 2002-2003 to 2007-2008 Who Attended a California Community College (CCC)

| | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|---|---|---|
| **Total BA/BS (CSU & UC)** | 98,837 | 104,320 | 107,630 | 110,990 | 112,464 | 115,548 |
| **Total Who Attended CCC** | 45,826 | 48,657 | 49,439 | 50,248 | 50,611 | 52,825 |
| **CSU and UC Percent** | 46.4% | 46.6% | 45.9% | 45.3% | 45.0% | 45.7% |

**Year Graduated From CSU**

**Table 2:**

Annual Number and Percentage of CSU Baccalaureate Students from 2002-2003 to 2007-2008 Who Attended a CCC

| | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|---|---|---|
| **Total BA/BS from CSU** | 61,712 | 65,741 | 66,768 | 69,350 | 70,877 | 73,132 |
| **Total Who Attended CCC** | 35,315 | 37,329 | 37,316 | 38,365 | 38,827 | 40,337 |
| **CSU Percent** | 57.2% | 56.8% | 55.9% | 55.3% | 54.8% | 55.3% |

**Year Graduated From UC**

**Table 3:**

Annual Number and Percentage of UC Baccalaureate Students from 2002-2003 to 2007-2008 Who Attended a CCC

| | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|---|---|---|
| **Total BA/BS from UC** | 37,125 | 38,579 | 40,862 | 41,640 | 41,587 | 42,416 |
| **Total Who Attended CCC** | 10,511 | 11,328 | 12,123 | 11,883 | 11,784 | 12,488 |
| **UC Percent** | 28.3% | 29.4% | 29.7% | 28.5% | 28.3% | 29.4% |

**Results:**

Figure 1 presents an increasing six-year trend of the annual number of California State University (CSU) and University of California (UC) baccalaureate students who attended a California Community College (CCC).  Table 1 shows the number of CSU and UC baccalaureate students and the total number of baccalaureate students who attended a CCC. The table also reflects the percentage of graduates who originally attended a CCC across the six-year period.  The percentage slightly decreases over time beginning in 2004-2005. Table 2 displays the annual number and percentage of CSU students and Table 3 portrays the UC students.

Chancellor's Office
California Community Colleges

1102 Q Street    Sacramento, California 95811    www.cccco.edu

State of California

**Figure 2:**
Annual Number of California Community College
Transfers to Four-Year Institutions
from 2002-2003 to 2007-2008
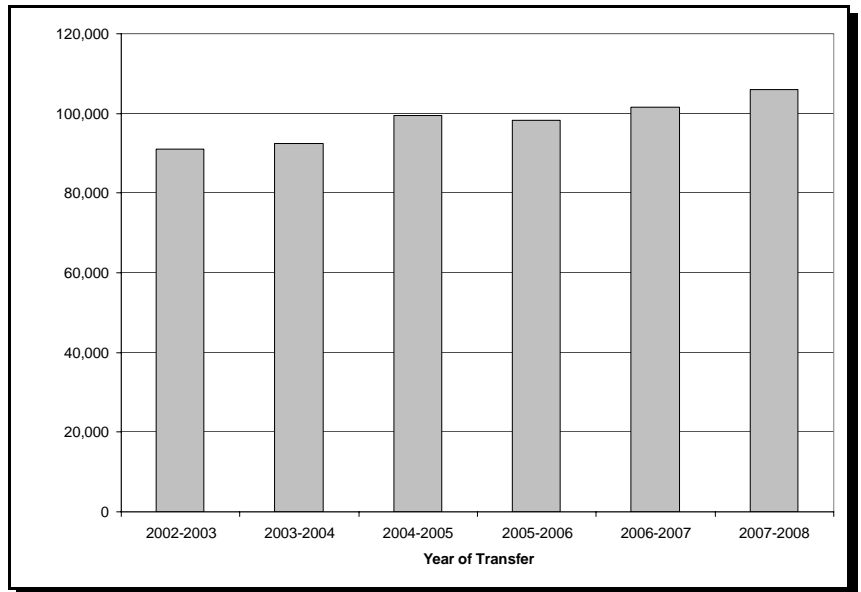


**Table 4:**
Annual Number of California Community College
Transfers to Four-Year Institutions
from 2002-2003 to 2007-2008

Year of Transfer

|  | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|---|---|---|
| **Total Transfers** | 91,114 | 92,469 | 99,450 | 98,382 | 101,482 | 105,957 |

**Table 5:**
Annual Number of California Community College
Transfers to California State University (CSU),
University of California (UC), In-State Private (ISP) and
Out-of-State (OOS) Four-Year Institutions

Year of Transfer

|  | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|---|---|---|
| **CSU** | 50,746 | 48,321 | 53,695 | 52,641 | 54,391 | 54,971 |
| **UC** | 12,275 | 12,539 | 13,114 | 13,510 | 13,874 | 13,909 |
| **ISP** | 17,038 | 19,673 | 20,174 | 19,530 | 20,071 | 23,322 |
| **OOS** | 11,055 | 11,936 | 12,467 | 12,701 | 13,146 | 13,755 |

## Results:

Figure 2 and Table 4 feature the annual number of California Community College (CCC) transfers to four-year institutions across six years. Although there is a general increase over time, the overall number of transfers declines in 2005-2006 and increases in 2006-2007. Table 5 displays the annual number of transfers for four segments; California State University (CSU), University of California (UC), In-State Private and Out-of-State (OOS) four-year institutions.

For Methodology and Data Source, see Appendix B.

## Student Progress and Achievement: Degree/Certificate/Transfer

**Figure 3:**
Annual Number of California Community College
Transfers to California State University (CSU)
from 2002-2003 to 2007-2008
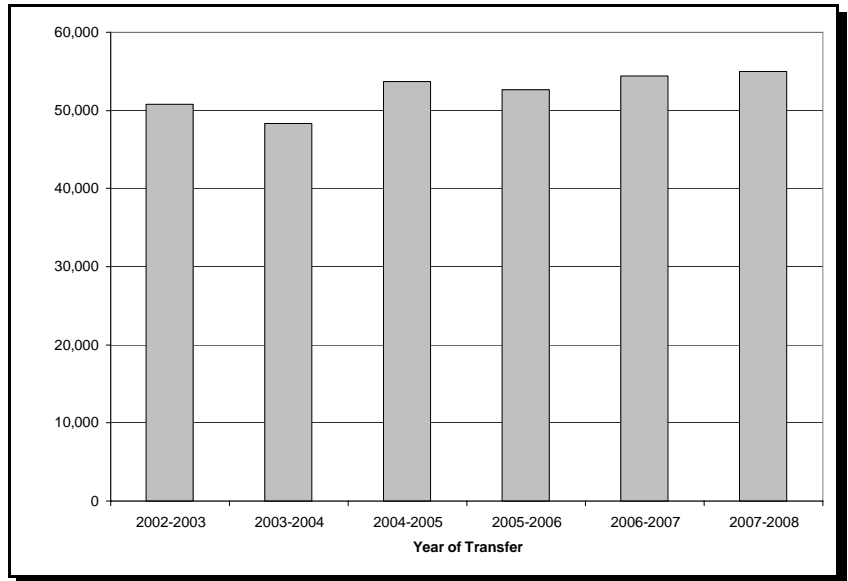


Year of Transfer

**Table 6:**
Annual Number of California Community College
Transfers to California State University (CSU)
from 2002-2003 to 2007-2008

| | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|---|---|---|
| **CSU Transfers** | 50,746 | 48,321 | 53,695 | 52,641 | 54,391 | 54,971 |

**Results:**

Figure 3 and Table 6 display the annual number of California Community College (CCC) transfers to California State University (CSU). The number of transfers decreases in 2003-2004, and again decreases in 2005-2006 before increasing in 2006-2007.

For Methodology and Data Source, see Appendix B.

Chancellor's Office
California Community Colleges

**Page 9**

## Student Progress and Achievement: Degree/Certificate/Transfer

**Figure 4:**
Annual Number of California Community College
Transfers to the University of California (UC)
from 2002-2003 to 2007-2008
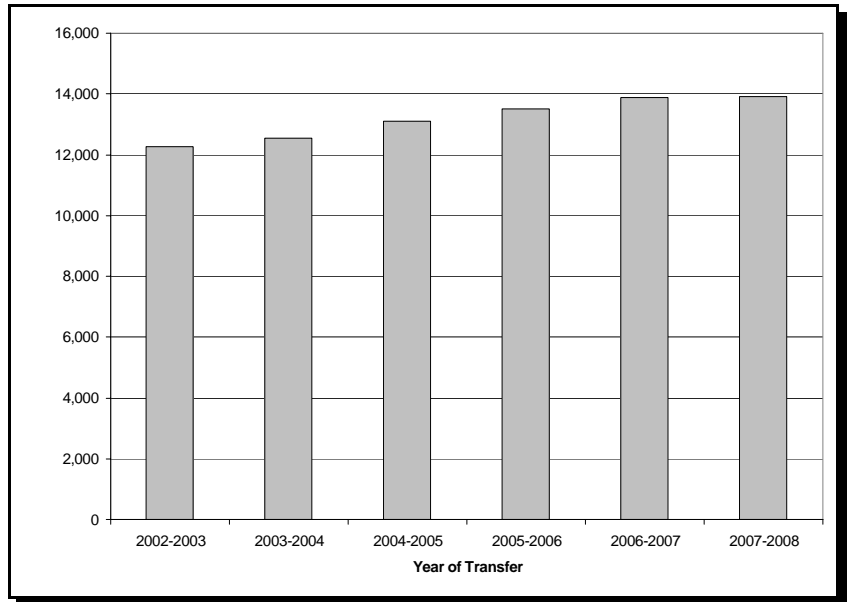


Year of Transfer

**Table 7:**
Annual Number of California Community College
Transfers to the University of California (UC)
from 2002-2003 to 2007-2008

| | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|---|---|---|
| **UC Transfers** | 12,275 | 12,539 | 13,114 | 13,510 | 13,874 | 13,909 |

**Results:**

Figure 4 and Table 7 illustrate the annual number of California Community College (CCC) transfers to University of California (UC). The number of transfers increases across the six-year period.

For Methodology and Data Source, see Appendix B.

## Student Progress and Achievement: Degree/Certificate/Transfer

**Figure 5:**
Annual Number of California Community College
Transfers to In-State Private (ISP) and Out-of-State (OOS)
Four-Year Institutions from 2002-2003 to 2007-2008
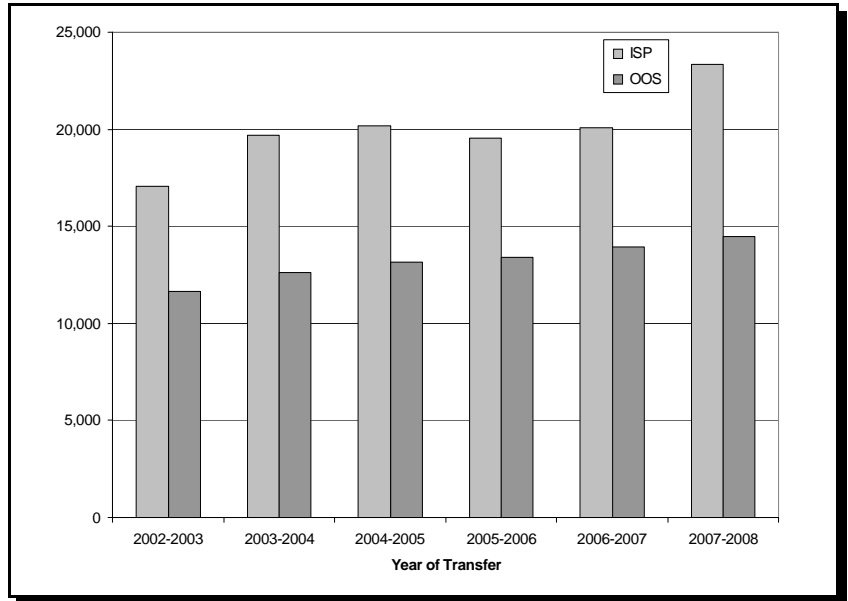


**Table 8:**
Annual Number of California Community College
Transfers to In-State Private (ISP) and Out-of-State (OOS)
Four-Year Institutions from 2002-2003 to 2007-2008

Year of Transfer

|  | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|---|---|---|
| **ISP Transfers** | 17,038 | 19,673 | 20,174 | 19,530 | 20,071 | 23,322 |
| **OOS Transfers** | 11,638 | 12,618 | 13,140 | 13,399 | 13,952 | 14,464 |

**Results:**

The annual number of California Community College (CCC) transfers to In-State Private (ISP) and Out-of-State (OOS) four-year institutions is displayed in Figure 5 and Table 8. The transfer volume increases for ISP four-year institutions, with the exception of 2005-2006. For CCC transfers, the numbers increase over time.

For Methodology and Data Source, see Appendix B.

## Student Progress and Achievement: Degree/Certificate/Transfer

**Table 9:**
Transfer Rate to Four-Year Institutions

Percentage of first-time students with a minimum of 12 units earned who attempted transfer-level Math or English during enrollment who transferred to a four-year institution within six years.

| | 2000-2001 to 2005-2006 | 2001-2002 to 2006-2007 | 2002-2003 to 2007-2008 |
|---|---|---|---|
| **Transfer Rate** | 40.9% | 40.1% | 40.3% |

**Results:**

Table 9 reflects the statewide transfer rate to four-year institutions for three different cohorts of first-time students. The cohorts include students who earned at least 12 units and who attempted transfer-level Math or English during the six-year enrollment period. The transfer rate decreases in the 2001-2002 cohort, but increases for the 2002-2003 cohort.

For Methodology and Data Source, see Appendix B

Chancellor's Office
California Community Colleges

**Page 12**

## Student Progress and Achievement:  Vocational / Occupational / Workforce Development

### Table 10:  Annual Number of Vocational Awards by Program from 2005-2006 to 2007-2008
### (Program Title based on four-digit TOP Code, Alphabetical Order)
#### Includes Certificates Requiring Fewer Than 18 Units

| Program Title | Total Credit Awards | | | AA/AS Degrees | | | Certificates (Credit) | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2005-2006 | 2006-2007 | 2007-2008 | 2005-2006 | 2006-2007 | 2007-2008 | 2005-2006 | 2006-2007 | 2007-2008 |
| Accounting | 2,503 | 2,487 | 2,431 | 997 | 1,012 | 1,018 | 1,506 | 1,475 | 1,413 |
| Administration of Justice | 5,658 | 6,980 | 6,414 | 1,757 | 1,834 | 1,800 | 3,901 | 5,146 | 4,614 |
| Aeronautical and Aviation Technology | 383 | 403 | 311 | 59 | 79 | 68 | 324 | 324 | 243 |
| Agricultural Power Equipment Technology | 39 | 56 | 87 | 11 | 9 | 7 | 28 | 47 | 80 |
| Agriculture Business, Sales and Service | 44 | 76 | 62 | 38 | 68 | 53 | 6 | 8 | 9 |
| Agriculture Technology and Sciences, General | 37 | 24 | 29 | 18 | 19 | 17 | 19 | 5 | 12 |
| Animal Science | 502 | 463 | 467 | 317 | 310 | 288 | 185 | 153 | 179 |
| Applied Photography | 191 | 179 | 215 | 63 | 65 | 80 | 128 | 114 | 135 |
| Architecture and Architectural Technology | 305 | 313 | 460 | 128 | 138 | 198 | 177 | 175 | 262 |
| Athletic Training and Sports Medicine | 16 | 20 | 15 | 15 | 14 | 15 | 1 | 6 | |
| Automotive Collision Repair | 133 | 134 | 114 | 16 | 11 | 22 | 117 | 123 | 92 |
| Automotive Technology | 2,077 | 2,011 | 2,157 | 299 | 290 | 304 | 1,778 | 1,721 | 1,853 |
| Aviation and Airport Management and Services | 223 | 204 | 209 | 139 | 138 | 144 | 84 | 66 | 65 |
| Banking and Finance | 71 | 68 | 53 | 29 | 36 | 20 | 42 | 32 | 33 |
| Biotechnology and Biomedical Technology | 167 | 204 | 173 | 36 | 47 | 35 | 131 | 157 | 138 |
| Business Administration | 2,418 | 2,433 | 2,652 | 2,127 | 2,113 | 2,284 | 291 | 320 | 368 |
| Business and Commerce, General | 1,223 | 1,260 | 1,433 | 978 | 1,092 | 1,195 | 245 | 168 | 238 |
| Business Management | 1,737 | 2,036 | 1,518 | 919 | 854 | 822 | 818 | 1,182 | 696 |
| Cardiovascular Technician | 152 | 152 | 119 | 29 | 49 | 47 | 123 | 103 | 72 |
| Chemical Technology | 15 | 13 | 15 | | 4 | 2 | 15 | 9 | 13 |
| Child Development/Early Care and Education | 7,976 | 7,766 | 7,090 | 1,933 | 1,916 | 1,821 | 6,043 | 5,850 | 5,269 |
| Civil and Construction Management Technology | 416 | 410 | 410 | 82 | 85 | 117 | 334 | 325 | 293 |
| Commercial Art | 27 | 44 | 80 | 15 | 30 | 64 | 12 | 14 | 16 |
| Commercial Music | 265 | 179 | 228 | 48 | 38 | 53 | 217 | 141 | 175 |
| Community Health Care Worker | 2 | 5 | 7 | | | 1 | 2 | 5 | 6 |
| Computer Information Systems | 619 | 630 | 593 | 412 | 323 | 311 | 207 | 307 | 282 |
| Computer Infrastructure and Support | 562 | 527 | 663 | 230 | 171 | 172 | 332 | 356 | 491 |
| Computer Software Development | 350 | 370 | 309 | 133 | 126 | 115 | 217 | 244 | 194 |
| Construction Crafts Technology | 911 | 904 | 1,155 | 92 | 87 | 107 | 819 | 817 | 1,048 |

Chancellor's Office
California Community Colleges

**Page 13**

1102 Q Street    Sacramento, California 95811-6539    www.cccco.edu

Acadcemic Senate of El Camino College

Page 94 of 107

State of California

**Table 10** *(continued)*

| Program Title | Total Credit Awards | | | AA/AS Degrees | | | Certificates (Credit) | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2005-2006 | 2006-2007 | 2007-2008 | 2005-2006 | 2006-2007 | 2007-2008 | 2005-2006 | 2006-2007 | 2007-2008 |
| Cosmetology and Barbering | 1,362 | 1,546 | 1,495 | 71 | 59 | 89 | 1,291 | 1,487 | 1,406 |
| Customer Service | | 3 | 2 | | | | | 3 | 2 |
| Dental Occupations | 833 | 875 | 802 | 336 | 353 | 368 | 497 | 522 | 434 |
| Diagnostic Medical Sonography | 55 | 88 | 64 | 13 | 23 | 35 | 42 | 65 | 29 |
| Diesel Technology | 195 | 179 | 279 | 43 | 36 | 45 | 152 | 143 | 234 |
| Digital Media | 537 | 602 | 529 | 203 | 233 | 205 | 334 | 369 | 324 |
| Drafting Technology | 579 | 473 | 539 | 190 | 171 | 178 | 389 | 302 | 361 |
| Educational Aide (Teacher Assistant) | 55 | 53 | 58 | 17 | 21 | 12 | 38 | 32 | 46 |
| Educational Technology | 4 | 2 | 3 | 2 | 2 | 2 | 2 | | 1 |
| Electro-Mechanical Technology | 33 | 26 | 35 | 6 | 8 | 12 | 27 | 18 | 23 |
| Electro-Neurodiagnostic Technology | 11 | 6 | 15 | | 5 | 15 | 11 | 1 | |
| Electrocardiography | 23 | 18 | 19 | | | | 23 | 18 | 19 |
| Electronics and Electric Technology | 991 | 1,089 | 888 | 287 | 262 | 236 | 704 | 827 | 652 |
| Emergency Medical Services | 1,895 | 1,712 | 1,347 | 2 | 4 | 4 | 1,893 | 1,708 | 1,343 |
| Engineering Technology, General | 36 | 20 | 16 | 28 | 14 | 10 | 8 | 6 | 6 |
| Environmental Control Technology | 341 | 315 | 423 | 50 | 49 | 51 | 291 | 266 | 372 |
| Environmental Technology | 268 | 238 | 183 | 23 | 24 | 35 | 245 | 214 | 148 |
| Family and Consumer Sciences, General | 108 | 117 | 110 | 108 | 106 | 107 | | 11 | 3 |
| Family Studies | 16 | 13 | 42 | 10 | 9 | 39 | 6 | 4 | 3 |
| Fashion | 422 | 354 | 379 | 135 | 109 | 152 | 287 | 245 | 227 |
| Fire Technology | 2,911 | 3,373 | 3,073 | 897 | 908 | 934 | 2,014 | 2,465 | 2,139 |
| Food Processing and Related Technologies | 64 | 1 | | 32 | 1 | | 32 | | |
| Forestry | 48 | 76 | 54 | 27 | 30 | 26 | 21 | 46 | 28 |
| Gerontology | 45 | 46 | 38 | 15 | 16 | 19 | 30 | 30 | 19 |
| Graphic Art and Design | 391 | 387 | 352 | 167 | 194 | 162 | 224 | 193 | 190 |
| Health Information Technology | 278 | 323 | 301 | 90 | 102 | 92 | 188 | 221 | 209 |
| Health Occupations, General | 30 | 30 | 33 | 2 | 6 | 4 | 28 | 24 | 29 |
| Health Professions, Transfer Core Curriculum | 150 | 196 | 191 | 146 | 189 | 187 | 4 | 7 | 4 |
| Horticulture | 517 | 478 | 356 | 141 | 113 | 111 | 376 | 365 | 245 |
| Hospital and Health Care Administration | 1 | 2 | 2 | | 1 | 1 | 1 | 1 | 1 |
| Hospital Central Service Technician | 18 | 9 | 17 | | | | 18 | 9 | 17 |

Chancellor's Office
California Community Colleges

**Page 14**

1102 Q Street    Sacramento, California 95811-6539

State of California

**Table 10** *(continued)*

| Program Title | Total Credit Awards | | | AA/AS Degrees | | | Certificates (Credit) | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2005-2006 | 2006-2007 | 2007-2008 | 2005-2006 | 2006-2007 | 2007-2008 | 2005-2006 | 2006-2007 | 2007-2008 |
| Hospitality | 325 | 370 | 380 | 83 | 96 | 101 | 242 | 274 | 279 |
| Human Services | 1,644 | 1,548 | 1,547 | 464 | 466 | 452 | 1,180 | 1,082 | 1,095 |
| Industrial Systems Technology and Maintenance | 68 | 108 | 81 | 8 | 10 | 9 | 60 | 98 | 72 |
| Information Technology, General | 218 | 209 | 116 | 6 | 3 | 9 | 212 | 206 | 107 |
| Instrumentation Technology | 3 | 2 | 5 | 1 | 1 | 1 | 2 | 1 | 4 |
| Insurance | | | 1 | | | | | | 1 |
| Interior Design and Merchandising | 432 | 491 | 561 | 149 | 155 | 188 | 283 | 336 | 373 |
| International Business and Trade | 166 | 306 | 164 | 47 | 39 | 56 | 119 | 267 | 108 |
| Journalism | 77 | 74 | 85 | 55 | 58 | 67 | 22 | 16 | 18 |
| Labor and Industrial Relations | 17 | 17 | 24 | 6 | 2 | 2 | 11 | 15 | 22 |
| Laboratory Science Technology | 20 | 11 | 28 | 11 | 6 | 10 | 9 | 5 | 18 |
| Legal and Community Interpretation | 25 | 29 | 20 | 1 | 4 | 5 | 24 | 25 | 15 |
| Library Technician (Aide) | 154 | 117 | 155 | 39 | 25 | 36 | 115 | 92 | 119 |
| Logistics and Materials Transportation | 60 | 62 | 51 | 1 | 7 | | 59 | 55 | 51 |
| Manufacturing and Industrial Technology | 829 | 917 | 774 | 121 | 128 | 126 | 708 | 789 | 648 |
| Marine Technology | 33 | 21 | 31 | 7 | 3 | 1 | 26 | 18 | 30 |
| Marketing and Distribution | 288 | 317 | 265 | 104 | 125 | 103 | 184 | 192 | 162 |
| Mass Communications | 3 | 4 | 4 | 2 | 1 | 2 | 1 | 3 | 2 |
| Massage Therapy | 66 | 32 | 31 | 16 | 9 | 9 | 50 | 23 | 22 |
| Medical Assisting | 925 | 971 | 837 | 124 | 152 | 146 | 801 | 819 | 691 |
| Medical Laboratory Technology | 62 | 143 | 123 | 18 | 13 | 20 | 44 | 130 | 103 |
| Mortuary Science | 58 | 39 | 47 | 23 | 39 | 47 | 35 | | |
| Natural Resources | 48 | 64 | 62 | 29 | 35 | 44 | 19 | 29 | 18 |
| Nursing | 7,079 | 7,782 | 8,262 | 4,721 | 5,168 | 5,742 | 2,358 | 2,614 | 2,520 |
| Nutrition, Foods, and Culinary Arts | 1,194 | 1,181 | 1,339 | 139 | 186 | 192 | 1,055 | 995 | 1,147 |
| Occupational Therapy Technology | 21 | 32 | 43 | 21 | 32 | 43 | | | |
| Ocean Technology | 9 | 9 | 15 | 4 | 4 | 2 | 5 | 5 | 13 |
| Office Technology/Office Computer Applications | 2,137 | 1,838 | 1,747 | 547 | 479 | 482 | 1,590 | 1,359 | 1,265 |
| Optical Technology | 1 | | | | | | 1 | | |
| Orthopedic Assistant | 6 | 6 | 9 | 2 | 2 | 5 | 4 | 4 | 4 |
| Other Agriculture and Natural Resources | 4 | 8 | 5 | 1 | 2 | 2 | 3 | 6 | 3 |

**Table 10** *(continued)*

| Program Title | Total Credit Awards | | | AA/AS Degrees | | | Certificates (Credit) | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2005-2006 | 2006-2007 | 2007-2008 | 2005-2006 | 2006-2007 | 2007-2008 | 2005-2006 | 2006-2007 | 2007-2008 |
| Other Architecture and Environmental Design | 1 | 4 | 1 | | | 1 | 1 | 4 | |
| Other Business and Management | 285 | 268 | 330 | 225 | 190 | 237 | 60 | 78 | 93 |
| Other Commercial Services | 37 | 3 | | | | | 37 | 3 | |
| Other Education | 1 | | 1 | 1 | | | | | 1 |
| Other Engineering and Related Industrial Technology | 49 | 48 | 56 | 31 | 30 | 25 | 18 | 18 | 31 |
| Other Fine and Applied Arts | 15 | 8 | 12 | 1 | 2 | 2 | 14 | 6 | 10 |
| Other Health Occupations | 104 | 115 | 93 | | | | 104 | 115 | 93 |
| Other Information Technology | 96 | 81 | 86 | 4 | 1 | 1 | 92 | 80 | 85 |
| Other Media and Communications | 14 | 8 | 4 | | | | 14 | 8 | 4 |
| Other Public and Protective Services | 61 | 100 | 53 | | | | 61 | 100 | 53 |
| Paralegal | 888 | 941 | 911 | 398 | 439 | 389 | 490 | 502 | 522 |
| Paramedic | 417 | 535 | 450 | 75 | 86 | 95 | 342 | 449 | 355 |
| Pharmacy Technology | 174 | 161 | 163 | 50 | 45 | 46 | 124 | 116 | 117 |
| Physical Therapist Assistant | 67 | 66 | 116 | 66 | 65 | 116 | 1 | 1 | |
| Physicians Assistant | 67 | 64 | 73 | 18 | 6 | 9 | 49 | 58 | 64 |
| Plant Science | 14 | 8 | 14 | 10 | 5 | 10 | 4 | 3 | 4 |
| Polysomnography | 1 | 15 | 2 | | 9 | 2 | 1 | 6 | |
| Printing and Lithography | 89 | 98 | 73 | 16 | 10 | 15 | 73 | 88 | 58 |
| Psychiatric Technician | 504 | 335 | 431 | 45 | 60 | 45 | 459 | 275 | 386 |
| Public Administration | 44 | 32 | 30 | 14 | 7 | 9 | 30 | 25 | 21 |
| Public Relations | | 4 | 5 | | | 1 | | 4 | 4 |
| Radiation Therapy Technician | 9 | 11 | 14 | 9 | 11 | 13 | | | 1 |
| Radio and Television | 310 | 245 | 242 | 152 | 130 | 127 | 158 | 115 | 115 |
| Radio, Motion Picture and Television | | | 2 | | | | | | 2 |
| Radiologic Technology | 679 | 687 | 621 | 426 | 462 | 427 | 253 | 225 | 194 |
| Real Estate | 592 | 668 | 567 | 197 | 221 | 224 | 395 | 447 | 343 |
| Respiratory Care/Therapy | 511 | 537 | 528 | 353 | 399 | 411 | 158 | 138 | 117 |
| Special Education | 57 | 38 | 42 | 15 | 14 | 11 | 42 | 24 | 31 |
| Speech/Language Pathology and Audiology | 55 | 84 | 79 | 37 | 51 | 59 | 18 | 33 | 20 |
| Surgical Technician | 46 | 30 | 40 | 13 | 7 | 14 | 33 | 23 | 26 |
| Technical Communication | 19 | 16 | 14 | 4 | 7 | 2 | 15 | 9 | 12 |

Chancellor's Office
California Community Colleges

**Page 16**

1102 Q Street    Sacramento, California 95811-6539    www.cccco.edu

Academic Senate of El Camino College

State of California

Page 97 of 107

April 21, 2009

**Table 10**  *(continued)*

| Program Title | Total Credit Awards | | | AA/AS Degrees | | | Certificates (Credit) | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2005-2006 | 2006-2007 | 2007-2008 | 2005-2006 | 2006-2007 | 2007-2008 | 2005-2006 | 2006-2007 | 2007-2008 |
| Technical Theater | 30 | 27 | 20 | 9 | 12 | 8 | 21 | 15 | 12 |
| Travel Services and Tourism | 257 | 228 | 239 | 48 | 53 | 34 | 209 | 175 | 205 |
| Viticulture, Enology, and Wine Business | 28 | 40 | 22 | 18 | 18 | 13 | 10 | 22 | 9 |
| Water and Wastewater Technology | 169 | 174 | 159 | 44 | 47 | 52 | 125 | 127 | 107 |
| World Wide Web Administration | 67 | 49 | 49 | 16 | 7 | 6 | 51 | 42 | 43 |
| Total | 62,968 | 65,437 | 63,468 | 23,006 | 23,650 | 24,617 | 39,962 | 41,787 | 38,851 |

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

## Results:

Table 10 shows the numbers of awards issued by 127 vocational programs across the three most recent academic years, organized alphabetically by program title.  The columns under "Total Credit Awards" (i.e., columns 2, 3, and 4) are the sums of degrees plus certificates for the specified years.  Totals for all programs are presented in the last row of the table.  Degrees make up about 36 to 39 percent of the credit awards issued, with certificates making up the remaining 61 to 64 percent.

For Methodology and Data Source, see Appendix B.

Chancellor's Office
California Community Colleges

**Page 17**

Academic Senate of El Camino College

Page 96 of 107

## Student Progress and Achievement:  Vocational / Occupational / Workforce Development

### Table 11:  "Top 25" Vocational Programs in 2007-2008, by Volume of Total Awards
### (Program Title based on four-digit TOP Code)
Includes Certificates Requiring Fewer Than 18 Units

| | Program Title | Total Credit Awards 2007-2008 | AA/AS Degrees 2007-2008 | All Certificates (Credit) 2007-2008 |
|---|---|---|---|---|
| 1 | Nursing | 8,262 | 5,742 | 2,520 |
| 2 | Child Development/Early Care and Education | 7,090 | 1,821 | 5,269 |
| 3 | Administration of Justice | 6,414 | 1,800 | 4,614 |
| 4 | Fire Technology | 3,073 | 934 | 2,139 |
| 5 | Business Administration | 2,652 | 2,284 | 368 |
| 6 | Accounting | 2,431 | 1,018 | 1,413 |
| 7 | Automotive Technology | 2,157 | 304 | 1,853 |
| 8 | Office Technology/Office Computer Applications | 1,747 | 482 | 1,265 |
| 9 | Human Services | 1,547 | 452 | 1,095 |
| 10 | Business Management | 1,518 | 822 | 696 |
| 11 | Cosmetology and Barbering | 1,495 | 89 | 1,406 |
| 12 | Business and Commerce, General | 1,433 | 1,195 | 238 |
| 13 | Emergency Medical Services | 1,347 | 4 | 1,343 |
| 14 | Nutrition, Foods, and Culinary Arts | 1,339 | 192 | 1,147 |
| 15 | Construction Crafts Technology | 1,155 | 107 | 1,048 |
| 16 | Paralegal | 911 | 389 | 522 |
| 17 | Electronics and Electric Technology | 888 | 236 | 652 |
| 18 | Medical Assisting | 837 | 146 | 691 |
| 19 | Dental Occupations | 802 | 368 | 434 |
| 20 | Manufacturing and Industrial Technology | 774 | 126 | 648 |
| 21 | Computer Infrastructure and Support | 663 | 172 | 491 |
| 22 | Radiologic Technology | 621 | 427 | 194 |
| 23 | Computer Information Systems | 593 | 311 | 282 |
| 24 | Real Estate | 567 | 224 | 343 |
| 25 | Interior Design and Merchandising | 561 | 188 | 373 |

**Results:**

As shown in Table 11, Nursing programs issued the highest total number of awards in 2007-2008 (i.e., degrees plus certificates), primarily in the form of AA/AS degrees.  Child Development/Early Care and Education programs issued the second highest total number of awards, primarily certificates, followed by Administration of Justice programs. The highest number of AA/AS degrees was issued in Nursing, followed by Business Administration.

For Methodology and Data Source, see Appendix B.

Chancellor's Office
California Community Colleges

**Page 18**

1102 Q Street    Sacramento, California 95811-6539    www.cccco.edu

## Student Progress and Achievement:  Vocational / Occupational / Workforce Development

**Fig. 6a:  Wages for Students Attaining Award  in 2000-2001**
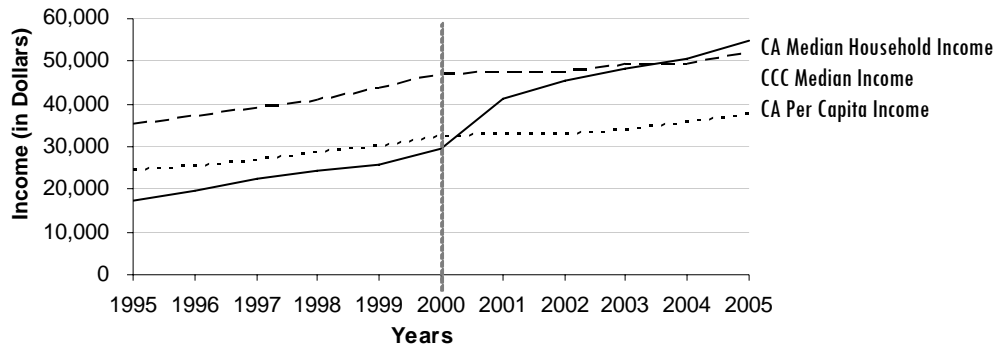


**Fig. 6b:  Wages for Students Attaining Award in 2001-2002**
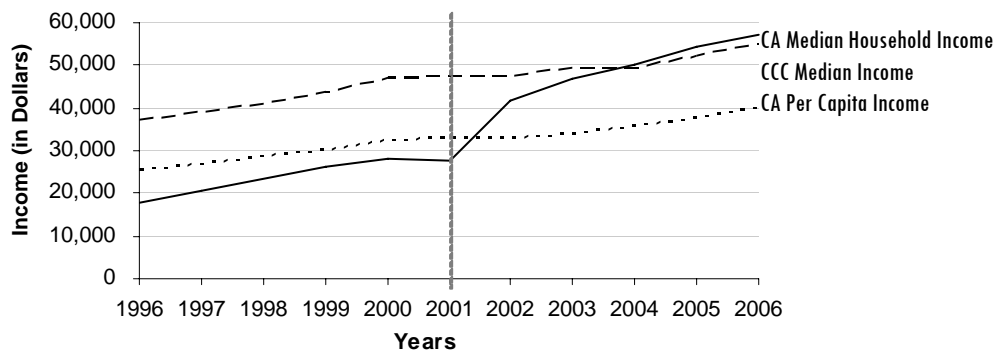


**Fig. 6c: Wages for Students Attaining Award  in 2002-2003**
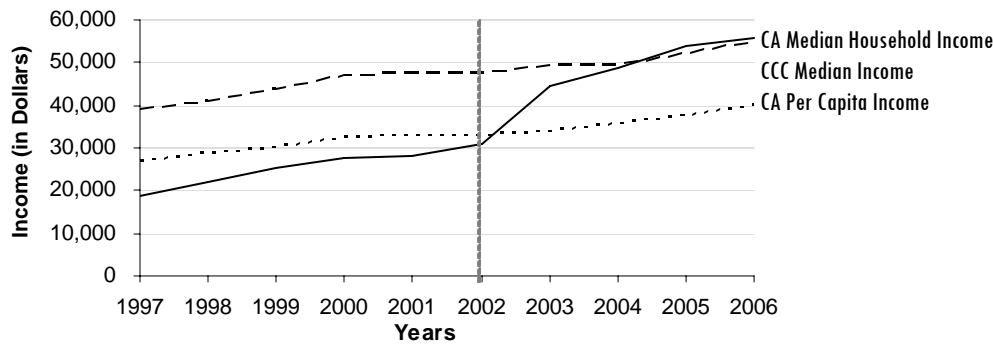


## Results:

Figures 6a, 6b, and 6c represent income trends for students attaining a degree or certificate in (a) 2000-2001, (b) 2001-2002, and (c) 2002-2003.  The dashed vertical line in each figure signifies the award year for each cohort.  The trend lines for CCC Median Income in Figure 6 (solid line) suggest that students receiving awards from community college programs generally experience wage gains in the years following vocational award attainment for which wage data are available. We include trend lines for California Median Household Income (dashed line) and California Per Capita Income (dotted line) to provide additional perspective.

While there are several important caveats to the CCC Median Income trends shown in these figures, the lines indicate a noticeable "jump" in median income that occurs following receipt of an award. This jump takes place for all three wage cohorts (2000-2001, 2001-2002, and 2002-2003). The wage trends continue at that higher level across the years for which we have post-award wage data.

For Methodology and Data Source, see Appendix B.  The wage data for these figures are updated for the 2009 ARCC Report.

Chancellor's Office
California Community Colleges

## Student Progress and Achievement: Vocational / Occupational / Workforce Development

### Table 12a: Income for Students Attaining a Degree or Certificate in 2000-2001
### (N = 4,562)
*(Data for Figure 6a)*

|  | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| CA Median Household Income | 35,300 | 37,100 | 39,000 | 40,600 | 43,800 | 46,900 | 47,177 | 47,500 | 49,320 | 49,185 | 51,831 |
| CA Per Capita Income | 24,161 | 25,312 | 26,490 | 28,374 | 29,828 | 32,462 | 32,883 | 32,826 | 33,554 | 35,440 | 37,311 |
| CCC Median Income | 17,212 | 19,750 | 22,306 | 24,252 | 25,709 | 29,541 | 41,109 | 45,610 | 48,058 | 50,794 | 54,613 |

### Table 12b: Income for Students Attaining a Degree or Certificate in 2001-2002
### (N = 4,976)
*(Data for Figure 6b)*

|  | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| CA Median Household Income | 37,100 | 39,000 | 40,600 | 43,800 | 46,900 | 47,177 | 47,500 | 49,320 | 49,185 | 51,831 | 55,000 |
| CA Per Capita Income | 25,312 | 26,490 | 28,374 | 29,828 | 32,462 | 32,883 | 32,826 | 33,554 | 35,440 | 37,311 | 39,871 |
| CCC Median Income | 17,927 | 20,820 | 23,606 | 26,394 | 27,903 | 27,588 | 41,910 | 46,798 | 50,035 | 54,251 | 57,398 |

### Table 12c: Income for Students Attaining a Degree or Certificate in 2002-2003
### (N = 6,232)
*(Data for Figure 6c)*

|  | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|---|---|---|---|---|---|---|---|---|---|---|
| CA Median Household Income | 39,000 | 40,600 | 43,800 | 46,900 | 47,177 | 47,500 | 49,320 | 49,185 | 51,831 | 55,000 |
| CA Per Capita Income | 26,490 | 28,374 | 29,828 | 32,462 | 32,883 | 32,826 | 33,554 | 35,440 | 37,311 | 39,871 |
| CCC Median Income | 18,580 | 21,930 | 25,305 | 27,887 | 28,087 | 30,878 | 44,418 | 48,966 | 53,721 | 55,828 |

**Results:**

The income data in Tables 12a, 12b, and 12c above were used to develop the trend lines depicted in Figures 6a, 6b, and 6c of this report. The last data row of each table, CCC Median Income, contains the annual median income for a cohort of students who received any award during a particular cohort year (2000-2001, 2001-2002, 2002-2003). Data on California Median Household Income and Per Capita Income are included to provide additional perspective on the income trends.

For Methodology and Data Source, see Appendix B. Note that wage data in these tables are updated for the 2009 ARCC Report.

Chancellor's Office
California Community Colleges

**Page 20**

## Pre-Collegiate Improvement:  Basic Skills and ESL

**Table 13:**

Annual Number of Credit Basic Skills Improvements

The number of students completing coursework at least one level above their prior basic skills enrollment within the three-year cohort period.

|  | 2003-2004 to 2005-2006 | 2004-2005 to 2006-2007 | 2005-2006 to 2007-2008 |
|---|---|---|---|
| **Number of Students** | 88,826 | 88,595 | 89,696 |

**Results:**

As Table 13 indicates, the statewide annual number of students completing coursework at least one level above their prior credit basic skills enrollment coursework declined slightly from the first cohort (2003-2004 to 2005-2006) to the second cohort (2004-2005 to 2006-2007), but has risen slightly in the most recent cohort (2005-2006 to 2007-2008).

For Methodology and Data Source, see Appendix B.

Chancellor's Office
California Community Colleges

**Page 21**

## Participation Rates

<table>
<tr><td><b>Table 14:</b><br>Systemwide Participation Rate Per 1,000 Population</td><td></td><td><b>2005-2006</b></td><td><b>2006-2007</b></td><td><b>2007-2008</b></td></tr>
</table>

| | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|
| **Systemwide Participation Rate** | 70.5 | 71.9 | 74.9 |

**Table 15:**
Participation Rates by Age Group Per 1,000 Population

| | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|
| **19 or less** | 57.7 | 60.2 | 65.2 |
| **20 to 24** | 266.5 | 265.6 | 272.6 |
| **25 to 29** | 133.6 | 136.3 | 142.4 |
| **30 to 34** | 80.5 | 83.3 | 87.6 |
| **35 to 39** | 61.0 | 62.1 | 63.6 |
| **40 to 49** | 48.1 | 48.2 | 48.8 |
| **Over 50** | 30.5 | 31.3 | 31.5 |

**Table 16:**
Participation Rates by Gender Per 1,000 Population

| | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|
| **Female** | 77.3 | 78.6 | 81.5 |
| **Male** | 62.0 | 63.5 | 66.6 |

**Table 17:**
Participation Rates by Ethnicity Per 1,000 Population

| | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|
| **Asian** | 93.9 | 95.0 | 96.4 |
| **Black/African American** | 86.5 | 87.3 | 92.3 |
| **Hispanic** | 56.4 | 57.6 | 60.5 |
| **Native American** | 102.3 | 102.5 | 104.1 |
| **Pacific Islander** | 136.2 | 138.6 | 149.3 |
| **White** | 56.1 | 56.6 | 58.0 |

### Results:

Tables 14 to 18 show how the community colleges provide access to higher education for all segments of the state's population. The participants include substantial numbers from all categories of age, gender, and race/ethnicity.

For Methodology and Data Source, See Appendix B.

Chancellor's Office
California Community Colleges

**Page 22**

1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu

State of California

Acadcemic Senate of El Camino College

Page 108 of 107

## Participation Rates

**Table 18: Participation Rates by Age, Gender, and Ethnicity Per 1,000 Population**

| Age | Gender | Ethnicity | 2005-2006 | 2006-2007 | 2007-2008 |
|-----|--------|-----------|-----------|-----------|-----------|
| 19 or Less | Female | Asian | 100.8 | 103.9 | 107.8 |
| 19 or Less | Female | Black/African American | 73.3 | 75.3 | 83.1 |
| 19 or Less | Female | Hispanic | 42.2 | 45.0 | 49.4 |
| 19 or Less | Female | Native American | 97.4 | 104.4 | 111.0 |
| 19 or Less | Female | Pacific Islander | 145.9 | 150.9 | 162.9 |
| 19 or Less | Female | White | 59.7 | 60.4 | 63.0 |
| 19 or Less | Male | Asian | 90.8 | 95.2 | 99.7 |
| 19 or Less | Male | Black/African American | 61.4 | 65.3 | 72.0 |
| 19 or Less | Male | Hispanic | 33.6 | 35.7 | 39.7 |
| 19 or Less | Male | Native American | 70.9 | 76.7 | 84.5 |
| 19 or Less | Male | Pacific Islander | 137.6 | 144.7 | 164.0 |
| 19 or Less | Male | White | 50.5 | 52.2 | 54.6 |
| 20 to 24 | Female | Asian | 403.2 | 413.9 | 426.8 |
| 20 to 24 | Female | Black/African American | 310.3 | 302.9 | 314.4 |
| 20 to 24 | Female | Hispanic | 236.4 | 234.2 | 238.9 |
| 20 to 24 | Female | Native American | 328.6 | 330.8 | 339.2 |
| 20 to 24 | Female | Pacific Islander | 524.0 | 557.1 | 616.4 |
| 20 to 24 | Female | White | 242.9 | 237.4 | 237.8 |
| 20 to 24 | Male | Asian | 356.1 | 361.2 | 374.4 |
| 20 to 24 | Male | Black/African American | 227.6 | 228.0 | 242.2 |
| 20 to 24 | Male | Hispanic | 179.2 | 181.9 | 187.2 |
| 20 to 24 | Male | Native American | 259.7 | 257.2 | 254.9 |
| 20 to 24 | Male | Pacific Islander | 479.3 | 492.1 | 547.7 |
| 20 to 24 | Male | White | 209.8 | 204.6 | 208.3 |

**Table 18**  *(continued)*

| Age | Gender | Ethnicity | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|---|---|
| 25 to 29 | Female | Asian | 183.2 | 188.0 | 196.1 |
| 25 to 29 | Female | Black/African American | 198.3 | 192.8 | 199.2 |
| 25 to 29 | Female | Hispanic | 121.5 | 121.2 | 124.4 |
| 25 to 29 | Female | Native American | 230.4 | 214.8 | 216.0 |
| 25 to 29 | Female | Pacific Islander | 204.1 | 210.7 | 227.9 |
| 25 to 29 | Female | White | 125.3 | 127.7 | 131.2 |
| 25 to 29 | Male | Asian | 137.5 | 141.2 | 149.2 |
| 25 to 29 | Male | Black/African American | 124.5 | 124.6 | 130.6 |
| 25 to 29 | Male | Hispanic | 87.3 | 87.7 | 91.3 |
| 25 to 29 | Male | Native American | 173.9 | 160.6 | 162.8 |
| 25 to 29 | Male | Pacific Islander | 172.8 | 186.1 | 201.6 |
| 25 to 29 | Male | White | 106.4 | 109.1 | 113.6 |
| 30 to 34 | Female | Asian | 108.6 | 110.8 | 112.0 |
| 30 to 34 | Female | Black/African American | 142.7 | 141.8 | 147.5 |
| 30 to 34 | Female | Hispanic | 75.8 | 77.9 | 80.3 |
| 30 to 34 | Female | Native American | 141.7 | 145.4 | 154.9 |
| 30 to 34 | Female | Pacific Islander | 121.8 | 113.9 | 126.8 |
| 30 to 34 | Female | White | 69.9 | 72.0 | 74.9 |
| 30 to 34 | Male | Asian | 77.0 | 77.0 | 79.0 |
| 30 to 34 | Male | Black/African American | 87.5 | 89.1 | 96.3 |
| 30 to 34 | Male | Hispanic | 53.7 | 55.5 | 59.1 |
| 30 to 34 | Male | Native American | 133.4 | 130.0 | 133.6 |
| 30 to 34 | Male | Pacific Islander | 110.3 | 111.5 | 120.7 |
| 30 to 34 | Male | White | 61.7 | 64.1 | 67.5 |

Chancellor's Office
California Community Colleges

**Page 24**

1102 Q Street    Sacramento, California 95811-6539    State of California

Academic Senate of El Camino College

Page 105 of 107

**Table 18** *(continued)*

| Age | Gender | Ethnicity | 2005-2006 | 2006-2007 | 2007-2008 |
|-----|--------|-----------|-----------|-----------|-----------|
| 35 to 39 | Female | Asian | 83.4 | 84.5 | 83.5 |
| 35 to 39 | Female | Black/African American | 115.7 | 111.4 | 113.3 |
| 35 to 39 | Female | Hispanic | 56.7 | 57.9 | 59.3 |
| 35 to 39 | Female | Native American | 119.8 | 119.6 | 115.7 |
| 35 to 39 | Female | Pacific Islander | 87.4 | 84.5 | 86.2 |
| 35 to 39 | Female | White | 56.0 | 55.6 | 55.1 |
| 35 to 39 | Male | Asian | 53.9 | 54.5 | 54.7 |
| 35 to 39 | Male | Black/African American | 70.9 | 72.4 | 77.4 |
| 35 to 39 | Male | Hispanic | 37.6 | 38.8 | 40.7 |
| 35 to 39 | Male | Native American | 106.9 | 105.4 | 91.8 |
| 35 to 39 | Male | Pacific Islander | 94.1 | 89.0 | 90.0 |
| 35 to 39 | Male | White | 46.4 | 47.2 | 48.3 |
| 40 to 49 | Female | Asian | 63.0 | 63.7 | 62.9 |
| 40 to 49 | Female | Black/African American | 84.7 | 84.7 | 85.7 |
| 40 to 49 | Female | Hispanic | 45.5 | 45.7 | 46.4 |
| 40 to 49 | Female | Native American | 84.0 | 88.3 | 84.5 |
| 40 to 49 | Female | Pacific Islander | 73.0 | 67.7 | 69.2 |
| 40 to 49 | Female | White | 47.7 | 46.6 | 45.8 |
| 40 to 49 | Male | Asian | 36.5 | 37.0 | 37.4 |
| 40 to 49 | Male | Black/African American | 55.0 | 55.7 | 58.1 |
| 40 to 49 | Male | Hispanic | 28.0 | 28.6 | 29.5 |
| 40 to 49 | Male | Native American | 72.0 | 70.8 | 72.3 |
| 40 to 49 | Male | Pacific Islander | 62.3 | 62.2 | 61.2 |
| 40 to 49 | Male | White | 33.4 | 33.2 | 33.6 |

Chancellor's Office
California Community Colleges

**Page 25**

1102 Q Street    Sacramento, California 95811-6539    State of California

Academic Senate of El Camino College

Page 106 of 107

**Table 18**  *(continued)*

| Age | Gender | Ethnicity | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|---|---|
| Over 50 | Female | Asian | 33.1 | 34.3 | 33.5 |
| Over 50 | Female | Black/African American | 33.9 | 34.8 | 35.5 |
| Over 50 | Female | Hispanic | 21.3 | 22.2 | 22.9 |
| Over 50 | Female | Native American | 45.9 | 45.9 | 47.2 |
| Over 50 | Female | Pacific Islander | 30.6 | 33.4 | 33.9 |
| Over 50 | Female | White | 32.0 | 32.9 | 32.8 |
| Over 50 | Male | Asian | 23.0 | 23.3 | 22.5 |
| Over 50 | Male | Black/African American | 25.1 | 26.2 | 26.9 |
| Over 50 | Male | Hispanic | 13.9 | 14.5 | 15.1 |
| Over 50 | Male | Native American | 34.5 | 33.6 | 34.2 |
| Over 50 | Male | Pacific Islander | 27.1 | 24.6 | 26.7 |
| Over 50 | Male | White | 20.0 | 20.1 | 20.1 |

**Results:**

For Methodology and Data Source, See Appendix B.